For English Medium Schools

# ENGLISH
## READER

PART II

FOR
CLASS
6th

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بسم الله الرحمن الرحيم

## THE HONEY-BEE

The honey-bee is a very interesting and useful insect. It flies from flower to flower, collects nectar, and changes it into honey which we all like to eat. The beehive is almost a perfect example of a community home. Its strength and size are remarkable. If you compare the size of the bee with the size of its home you will be astonished. The honey-bee is the most skilful builder among the insects and birds.

Honey-bees are called 'social insects' because they live all their lives in great colonies containing sometimes as many as 50,000 individuals. Each hive is like an independent, democratic state where all the citizens do their duties with great sense of responsibility. The head of the hive is the queen-bee. She works harder and longer than any of her subjects. The entire community is divided into three classes : the queen, the workers, and the drones. Each class does its duty for the whole community.

The worker bee is so formed that it can carry on the labours of the colony. She has combs on her hind legs to collect pollen or golden dust from flowers and baskets to store it in. In her body are chemical laboratories. One of these laboratories changes the nectar of flowers in to honey. Another prepares food for baby queens Yet another changes honey into wax.

The duties of the worker bee are many. When she matures she has to act as a nurse to the little ones. She keeps the hive clean, and fans clean air into it with her wings. Later, she learns how to make wax and build it into a hive. You would perhaps be surprised to learn that wax is more difficult to make than honey. The worker bee produces it by eating a great deal of honey which is changed into wax by the bee's stomach. Apart from collecting nectar to make honey, she also gathers pollen in her little basket and stores it in a cell. Later, she beats it with her head to make "ceebread" for the young ones. If the colony is attacked, she joins the battle to defend it. When spring is over and flowers are scarce, the supply of honey runs low. The worker bee then helps to drive out the drones from the hive. She has sometimes to gather a sticky substance from plants to repair cracks in the hive.

In short, the worker bee has a hard but useful life, working with all her might, without thinking of herself.

The queen's duty is to lay eggs. She lives for five or six years, but not in the same hive. When young queens are about to come out from their cells the old one departs for another home accompanied by a large number of workers. The reason for this migration is that not more than one queen can live in a hive. If the queen stayed on until the coming out of the young ones she would eat all of them. Actually their cells are guarded by workers who stop them from coming out until it is safe for them. Even then the young queens fight among themselves until only one of them is left alive.

The worst life is that of the drone. He is unable to share in the work of the community. He has no pollen basket on his legs. He can neither make honey nor wax. He does not even have a sting to protect himself. When winter comes and honey is scarce, he is turned out to die of cold and hunger.

The bee produces honey and wax for us. They both are very useful things. Honey is the most healthful of sweets and for centuries it was the only thing generally used for sweetening the food. It is said to be a good medicine also. Bees' wax is used for making ointments and for the treatment of pains.

You must, however, be careful of a bee-sting. It is very painful and causes swelling. The life of the honey-bee teaches the lesson that we should respect even the lowest of God's creatures. Some of them do much useful work for us.

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## EXERCISES

A. **Understanding :—**

1. Why are honey-bees called 'Social insects' ?
2. Into how many kinds are the honey-bees divided?
3. Why does the old queen leave the hive when young queens are about to come out of their cells ?
4. The life of the drone is the worst : Say why ?

B. **Composition :—**

Q. What are the duties of a worker bee ?

Ans. Its duties are (*a*) to act as a nurse ;

(*b*).........................

(*c*).........................

(*d*).........................etc.

Q. What are the uses of honey ?

C. **Grammar :—**

Study the following sentences :—

(1) This is a pen. (2) These are pens. (3) That is a man. (4) That is a pen. (5) Those are pens (6) These are women. In these sentences 'this', 'that', 'those', are Pronouns. They point out things or persons. Pronouns that point out persons or things are called Demonstrative Pronouns.

Q.—1. Fill in the blanks with this/that in the following sentences :—

(*i*) Do you see this pencil in my hand ?
Is————————a very cheap pencil ?

(*ii*) Look at the tree in the compound.
————is a beautiful tree.

(*iii*) A crow is sitting on the top of the tree.
Is————a small crow ? Yes,——is a small crow.

(*iv*) Is that cap in the corner yours ?
No,———isn't my cap.

(*v*) Which is your pencil ?———is my pencil.

Read the following questions :—

(*i*) What is he ?

(*ii*) Who has broken the window pane ?

(*iii*) Which of the two caps would you like : the brown one or the red one ?

In the above sentences 'what', 'who', and 'which', are interrogative pronouns. Pronouns that are used to ask questions are interrogative pronouns.

Q —2. Fill Interrogative pronouns in the spaces left blank :

1.——crops grow in Pakistan ?

2.——is the name of your teacher ?

3.——of you can do this sum ?

4.——is speaking at the meeting ?

5.——makes tables and chairs ?

6——is this knife made of ?

7.——painted that picture ?

8 ——do you want to see ?

9 ——would you like me to do ?

10. ———are you waiting for ?

# THE KHYBER PASS

Who has not heard of the famous Khyber Pass ? Some of you may have travelled through it. It is a narrow mountain valley about fifty kilometres long and, in parts, only fifteen feet wide. The Khyber Pass connects Pakistan with Afghanistan and other countries to its North-West.

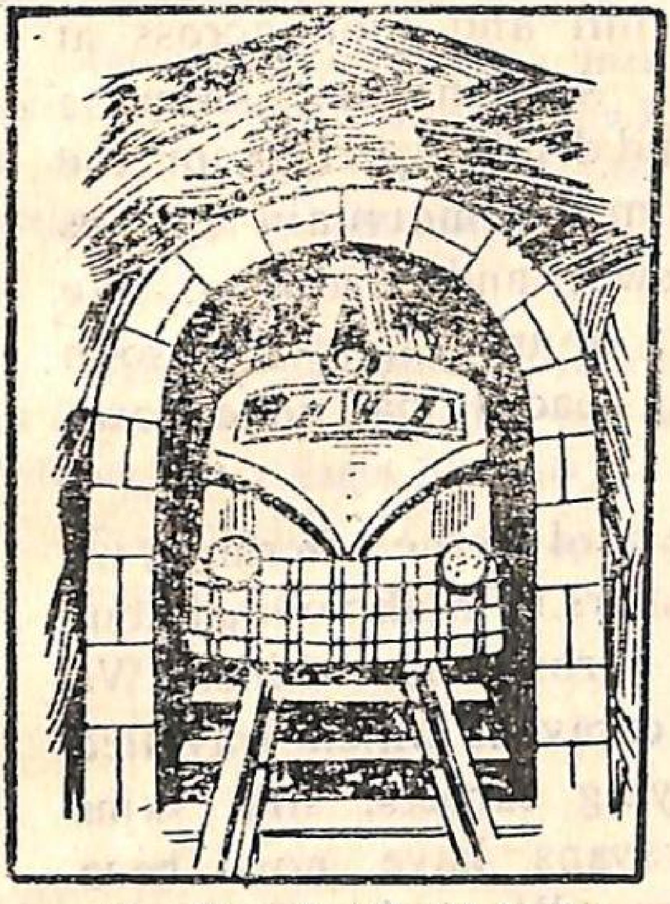
Khyber Pass has been famous in history for thousands of years. The Aryans crossed the Khyber Pass nearly four thousand years ago and entered Pakistan. Then came the Mongols and the Tartars. The great Muslim King, Mahmood Ghaznavi, crossed the Khyber Pass seventeen times to attack the sub-continent. Then came other Muslim conquerors like Shahabuddin Ghauri, Babur, and Ahmad Shah Abdali. Thus the story of Khyber Pass is, in fact, the story of the subcontinent.

Let us make a trip to Khyber. We hire a taxi from Peshawar and start early in the morning. About fourteen kilometers from Peshawar is the check-post of Jamrud. We stop here and obtain permission to enter the pass. We pay a small sum for each member of the party. We then start on our way to the Khyber Pass

It is an excellent road, but it makes a zigzag course through the mountains. It was not safe for foreigners, especially the British, before Independence. When the British ruled our country, the brave tribesmen living in this region refused to accept their rule. They guarded their freedom with great bravery and fought the mighty British Empire for a hundred years. We see signs of fighting all along the road. To our right and left we observe names and monograms cut into rocks. They mark the places where officers of English regiments were shot by the excellent marksmen of the tribes.

Here and there you will also see houses made of mud and bricks. There is one thing common to all of them. Each one has on top of it a tower with long, narrow openings in its walls for firing on the enemy. A shot is seldom fired from them now.

After covering about thirty kilometres we reach Landikotal, the highest and busiest place between Peshawar and Torkham. Here we make a stop and order lunch consisting of 'Tikkas' and 'chapli kababs'. It is delicious, though rather hot for some of us.



After a short rest we push on again. Now begins a steep descent through the most beautiful part of the Pass. The road winds round hills again and again, going down most of the way. Two more tracks run parallel to the road. Just above is the railway line which is a wonder of engineering. It has to pass through many tunnels along its winding route. This railway line was laid in 1925 to carry arms and supplies for the British Army, but was damaged again and again by the brave tribesmen. They do not do so any more because it belongs to Pakistan. Just below the road is the track along which once travelled caravans of camels and mules.

After a zigzag journey of about 10 kilometres we reach Torkham, the border between Pakistan and Afghanistan. A chain is stretched across the road and the Pakistan flag flies in front of the border-post built on a hill.

We climb up that hill and look across at the low mountains of Afghanistan. After a while we come down and drink water from the pipes which bring it from the mountain springs higher up. It is cool, sweet and refreshing. We then start on our return journey and are soon climbing up the winding road we had gone down earlier.

As we travel in the cool of the afternoon we think of the gallant soldiers of Mahmood, Babur and Abdali galloping across these hills. We also think of the camel caravans which travelled through this pass carrying carpets, silk, skins and fruits. These caravans have now been replaced by motor trucks. We reach Peshawar before sunset. We now offer our evening prayers in the mosque of Mahabat Khan, the most beautiful mosque of the whole region.

## *EXERCISES*

**A. Understanding :—**

1. **Why has the Khyber Pass been famous in history ?**
2. **Why did we stop in Jamrud ?**

3. What is common to all houses in the valley ?
4. Which is the highest and the busiest place along the road ?
5. What did we do when we reached Torkham ?

**B. Composition :—**

Imagine that you are a merchant travelling with a caravan. You are crossing the Khyber and bringing dry fruit to sell in Pakistan. Describe your journey to Peshawar in ten sentences.

Or

Write a dialogue between the Check-post Officer at Jamrud and a traveller who asks for a permit and information. Begin like this :—

Traveller : Good morning, sir.
Officer : .........................

## THE WOUND THAT NEVER HEALS

A long time ago Jhelum was an independent kingdom. The king of Jhelum was a good man. He used to ride in a carriage every evening and go out to learn how his people were doing.

One evening he was being driven along the bridge on river Jhelum as usual. Suddenly a plank of the bridge broke and one of the wheels of the carriage went through the gap. The carriage now hung dangerously on to one side. The king's companions feared that he would fall into the river. They began shouting for help.

A farmer was working in the field close-by. When he heard the cries he came running. He was a very strong man. He put his shoulder to the carriage, lifted the wheel on to the bridge and set the carriage aright. The king was surprised by his great strength. He was grateful to the farmer and invited him to ride in the carriage with him.

When they reached the palace, a feast was served. The king seated the farmer on his right as an honoured guest. You can imagine how the poor farmer must have felt. He was excited and confused. He had never thought that he would one day be sitting beside the king as a royal guest. In his confusion he dropped a dish and the food fell on the king's clothes. The king lost his temper and said, "Clumsy fellow". The farmer turned red with shame. The king at once realized that he had done wrong and apologized to his guest.

At the end of the feast the farmer begged leave of the king to return to his field. The king said, "My friend, you saved my life. Tell me how can I reward you?" The farmer answered, "Sir, God saved your life, not I. I neither deserve a reward nor ask for it." The king said, "You must ask for something. I will not let you go without it. The farmer replied, "If you must give me something, then there is only one thing I would like to have." The king said, "Ask and you shall have it, even if it is half of my kingdom." The farmer bowed his head and quietly answered, "Sir, hit me on the head with your sword." The king and his courtiers were surprised at this strange request. They tried to make the farmer change his mind. The farmer said that he would take either a blow on his head or nothing.

Very unwillingly the king hit the farmer lightly on the head with his sword. Then he ordered the royal doctor to dress the wound. Afterwards he gave the farmer a fine pair of oxen and a lot of money. He sent him home with great honour.

A long time passed, but the farmer never returned to the king's palace. The king, too, forgot the incident. One day the king was crossing Jhelum when he saw the farmer working in his field. He ordered the coachman to stop the carriage. He then got down from it and walked over to the farmer. The king's companions followed him. When the farmer saw the king, he stopped his work and came to welcome his royal master.

The king said, "Good day, friend. How is life with you ?" The farmer also greeted the king and answered humbly that he was well and happy. The king then asked how was the injury on his head. The farmer took off his turban, bowed his head and sadly answered, "Sir, the wound that you gave me with your sword healed long ago. However, the wound which your unkind words gave me will never heal. It still hurts."

Moral : Harsh words hurt more deeply than does the sharpest sword.

### *EXERCISE*

A. **Understanding :—**

1. Why did the king go out every evening ?
2. Why was he grateful to the farmer ?
3. What did he say to the farmer when he dropped a dish ?
4. When the king asked him how was his wound , what did he answer ?
5. What is the moral of the story ?

B **Composition :**

Imagine you are a courtier. Describe briefly what happened at the feast.

Begin "We were all happy that our good king's life had been saved. The king ordered a feast. We all sat down to eat......

C. **Grammar : Present Perfect Tense.**

Look at these sentences :

1. Suddenly a plank of the bridge broke.

(simple past)

2. A plank of the bridge has broken.

(Present perfect)

3. (*a*) A wheel of the carriage went through the gap. (simple past)

(*b*) A wheel of the carriage has gone through the gap. (Present perfect)

Rewrite the following sentences making them like sentence (*b*) in the examples above.

1. They began shouting for help.
2. The farmer heard the cries.
3. He came running.
4. He put his shoulder to the carriage.
5. He lifted the wheel.
6. He set the carriage aright.
7. The king invited him to ride in the carriage with him.
8. They reached the palace.
9. The king seated the farmer on his right.
10. In his confusion he dropped the dish and the food fell on the king's clothes.

Just, Already, Yet.

**Example :**

(*a*) I have just finished my homework.

(*b*) I have already finished my homework.

(*c*) (*i*) Has he finished yet ?
(*ii*) Hasn't he finished yet ?
(*iii*) He has already finished it.

We use *just* when an action has been completed a short while before.

*Already* means before now, hence it is used to emphasise the perfect tense.

*Yet* means 'up to now', or 'so far', but it is used in questions and negative sentences (Examples (*c*) (*i*) and (*ii*).

Remember that *just* and *already* are used before the past participle (Or third form of the verb).

Write out the following sentences filling the blanks with :

*just, already* or *yet*

1. He has— —gone for a walk.
2. She has——done it.
3. (*i*) Has he come——.

   (*ii*) No, he hasn't come——.

   (*iii*) Yes, he has——come.
4. Please rub off the writing on the black board.

   I have——rubbed it off.
5. Have you had tea ?

   (*i*) Yes, I have——had it.

   (*ii*) No, I haven't had it——.
6. Would you like a drink ?

   No, thank you. I've————————.

   (Complete the sentence)

E. Since, For.

**Examples :** (*i*) I have studied in this school for six years.

(*ii*) I have studied in this school since 1972.

Now complete the following sentences. using *since* or *for*.

1. It hasn't rained-----.

   (*a*) January (*b*) two months.

2 We have lived in this house------.

   (*a*) 1968 (*b*) the last ten years.

3. You haven't visited us---—.

   (*a*) My birthday party. (*b*) six months.

4. He has been here-- ---.

   (*a*) 8 o'clock (*b*) two hours.

5. School has been closed.

   (*a*) Monday (*b*) ten days.

## LULLABY OF AN INFANT-CHIEF

O hush thee, my baby,
Thy sire was a knight,
Thy mother a lady,
Both gentle and bright.
The woods and the glens from the towers which we see,
They all are belonging, dear baby, to thee.
O fear not the bugle though loudly it blows,
If calls but the warders who guard thy repose,
Their bows would be bended, their blades would be red,
Ere the step of a foeman draws near to thy bed,
O hush thee, my baby, the time soon will come ?
When thy sleep shall be broken by trumpet and drum.
Then hush thee, my darling, take rest while you may,
For strife comes with manhood, and waking with day.

Sir Walter Scott.

**NOTES :**

Line : 1. **Hush : Be silent.**
2. **Thy : Your**

Sire : Father.

Knight : A man of noble birth raised to a military rank by a king.

5. Glens : narrow valleys.

8. Warder : Guard.
Repose : Rest.

9. Bended : Bent.

10. Foeman : Enemy.

14. Strife : Struggle.

---

*EXERCISES*

**A. Understanding :**

Lullaby is a song that is sung to make babies sleep. Here the nurse is singing to put an infant chief to sleep. Both his parents are dead.

1. Which line shows that the chief owns a large estate ?
2. Why does the bugle blow ?
3. How will the wards guard their infant master ?
4. When will the infant chief's sleep be broken by trumpet and drum ?
5. Why is 'manhood' compared to 'day' in line 14 ?

**B. Memorising :**

Learn the 2nd stanza of the poem by heart.

## CLEVER KALU

In a village, there once lived two men with the same name. They were both called Kalu. One of them had three oxen and the other had only one. People called the owner of the three oxen 'Big Kalu' and the other one 'Little Kalu'.

For six days Little Kalu had to plough for Big Kalu and had to lend him his ox also, but on Fridays Big Kalu lent him all his three oxen. One fine Friday, as everybody was going to the mosque in his best clothes, Little Kalu ploughed his field, and proudly said, "Gee-up my four oxen." Just then Big Kalu passed by and said, "You must not say that, for only one of them is yours." But Little Kalu soon forgot what he ought not to say and when anyone passed he would call out "Gee-up, my four oxen." This made Big Kalu so angry that he hit Little Kalu's ox on the head and it fell down dead.

"Oh, now I have no ox at all", said Little Kalu weeping. But after a while he skinned the dead ox and hung the skin in the sun to dry.

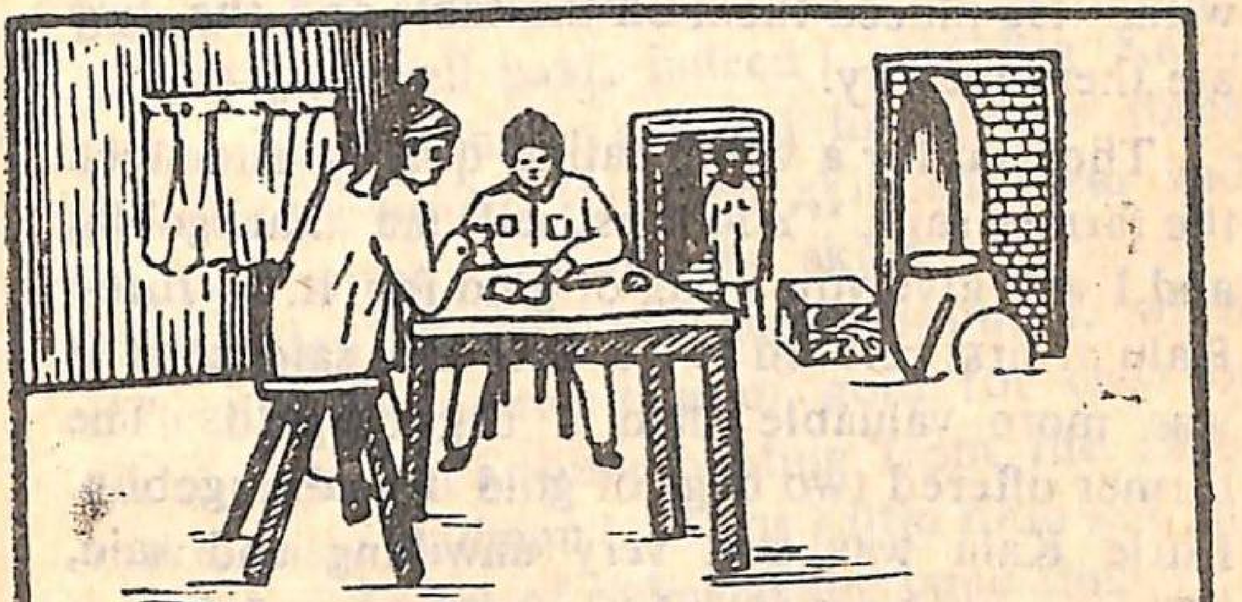
Then he put the dried skin into a bag, hung it over his shoulder and went off to the next town to sell it. He had a long way to go and had to pass through a dark forest. Soon a storm came and he lost his way. When it was evening he was still far from the town. Near the road, however, stood a large farmhouse and light shone through its ventilators. Little Kalu went up to the door and knocked. The farmer's wife opened the door, but when she heard that he wanted shelter for the night she told him to go away. Close to the farmhouse stood a large haystack and Little Kalu decided to spend the night on it. When he got to the top of the haystack, Kalu found that he could see through the ventilator what was going on inside.

Now it so happened that the farmer and his neighbour were not on good terms and he had ordered his wife not to make friends with the neighbour's wife. But the wife considered it bad to quarrel with anyone and made great friend with the neighbour's wife. She had invited her that night in the absence of her husband and had placed nice dishes before her: Little Kalu looked at all this through the ventilator and wished greatly that he could have some of the food. He had never seen nicer dishes. It was the nicest food Kalu had ever seen.

Suddenly he heard someone riding down the road towards the farm. It was the farmer coming home. When his wife heard him approaching she was frightened. She hid her guest in a large chest and hid the food in the oven.

Little Kalu saw all this and jumped down as the farmer approached. He told him that he had lost his way and asked for shelter for the night.

"Certainly," said the farmer and took him in. When the farmer and his guest sat down to supper, the farmer's wife gave them a large bowl of porridge to eat. Little Kalu could not help thinking of the nice food hidden in the oven. He had put his sack with the hide in it by



his foot under the table. He trod on the sack and made the dried hide squeak quite loudly.

"Hush !" said he to his sack, at the same time treading on it so that it squeaked louder than ever. "What on earth have you got in your sack ?" asked the farmer.

'It's a goblin', said Little Kalu. "He says we needn't eat the porridge. He has put magic on the oven and it is full of the nicest dishes". The farmer opened the oven and, sure enough, there were all the nice dishes hidden by his wife. He placed them on the table and the two ate them merrily.

They sat for a while eating quietly and then the farmer said, "You must sell me that goblin and I will give you a bag of gold for it." Little Kalu at first refused to do so. He said that it was more valuable than a bag of gold. The farmer offered two bags of gold for the goblin. Little Kalu was still very unwilling and said, "This is my most valuable possession. I do not wish to part with it. You have, however, been so kind to me tonight that I would not like to be ungrateful. You can, therefore, have my goblin for two bags of gold." The farmer was very happy and grateful. He quickly brought the two bags of gold and handed them over to Little Kalu.

When Little Kalu reached home that night he was a very rich man indeed. He was now richer than Big Kalu. He sent a boy to Big Kalu asking the loan of a measure. "What does he want that for ?" thought Big Kalu and he rubbed some wax on the bottom of the measure. When it was returned there was a gold coin sticking to it. Big Kalu ran straight to Little Kalu. "Where on earth did you get all that money from ?" "Oh, that was for my ox's hide which I sold last night".

"That's well paid, indeed ! said Big Kalu. He ran home, took an axe and hit all his three oxen on the head. He then skinned them and went off to the town with the skins.

You can imagine his disappointment, when instead of getting two bags of gold for each of his skins he got a sound beating from the shoemakers as a madman ! Thus Little Kalu got his revenge and a lot of riches at the same time.

---

## *EXERCISES*

**A. Understanding :**

1. Why were the two men called Big and Little Kalu ?

2. Why did Big Kalu kill Little Kalu's ox ?
3. What did the farmer's wife say to Kalu the first time ?
4. Why did the farmer's wife hide her guest and the food ?
5. Why did the farmer pay gold to Little Kalu ?
6. How did Big Kalu find out that Little Kalu had gold ?
7. What did he do to obtain gold ?
8. How was he disappeared ?

**B. Composition :—**

Suppose you are the neighbour's wife. Relate in ten sentences what happened to you that night. Begin like this.—"My friend invited me to dinner. She placed very nice dishes before me. We had hardly begun to eat when......

**C. Grammar :—**

Look at the following sentences.

1. She had placed nice dishes before her.
2. He had never seen nicer dishes.
3. It was the nicest food Kalu had ever seen.

'Nice', 'nicer' and 'nicest' are adjectives, as you may have recognised yourself. Each of them, however, indicates a different degree of niceness. These are called degrees of adjective and the three different forms are named :

Positive Degree, Comparative Degree, and Superlative Degree.

Here are two more sentences :—

He would now be richer than Big Kalu.

He has put magic on oven and it is full of the nicest dishes.

'Richer' is the Comparative Degree from 'rich' while 'nicest' is the Superlative Degree from 'nice'.

Most adjectives form their Comparative Degree by adding 'er' and their Superlative Degree by adding 'est, to the Positive.

Now, draw three columns like these :

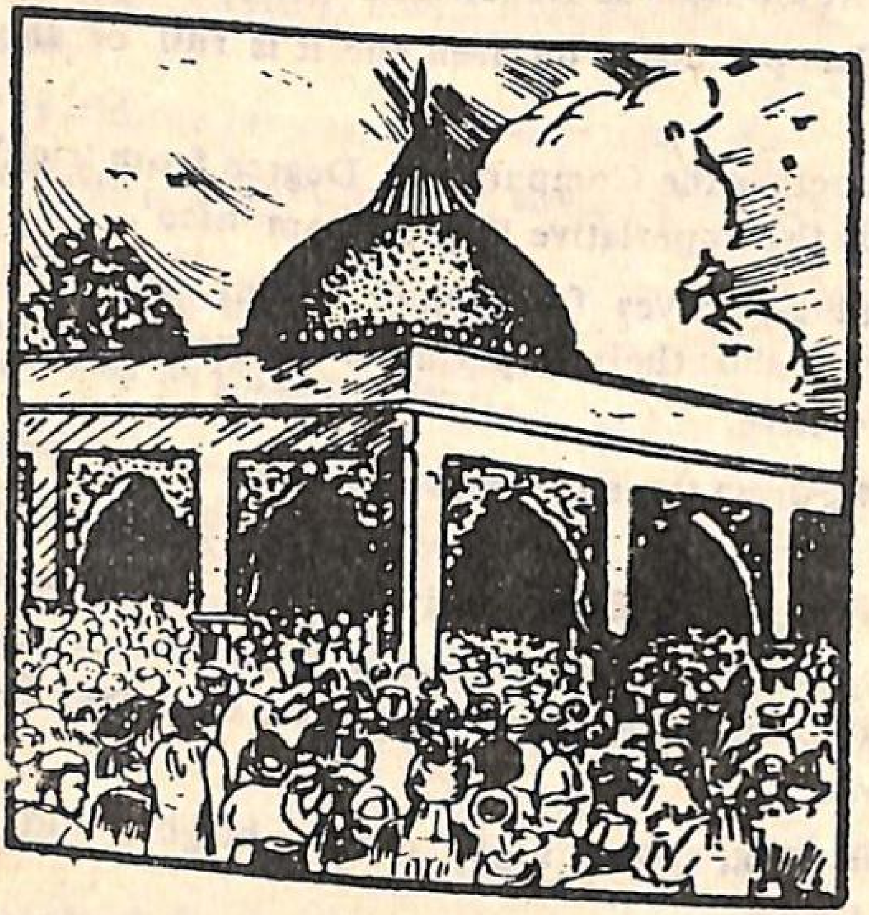
| Positive | Comparative | Superlative |
|---|---|---|

Write out the three degrees of the following adjectives.

Tall, long, short, high, quick, bright, old, strong, young, clever.

## THE URS OF DATA SAHIB

If you have been to Lahore you must have heard of Data Sahib. His full name is Hazrat Ali Hajveri Data Ganj Bakhsh. He was among the very first Muslim saints who came to Indo-Pakistan. The people of Lahore honour him greatly and go to his shrine to offer 'fateha', As a matter of fact, people from all over Pakistan visit the holy shrine of this great saint.



Data Sahib's Urs is celebrated every year in the second month of the Muslim calendar. The mosque and the shrine are decorated and illuminated. People come in thousands to pray and offer 'fateha'. Food is distributed to the poor. Wreaths of flowers are laid on the 'mazar' of the saint and people offer thousands of rupees as a gift to the shrine. All this money is collected and spent on treating the sick and feeding the poor who come to the dispensary and almshouse of the shrine. Parties of singers (Qawals) come to the Urs and sing religious songs.

Shops and booths are opened along the road outside Bhati gate where sweets and other eatables are sold. An area is also set aside for public entertainment where owners of small theatres, acrobats, jugglers and clowns pitch their tents and give shows to people who come here for these entertainments. The Urs lasts for two days and the crowds are so big that the roads around the shrine are closed to the vehicles..

Data Sahib was born in a village called Hajver in Ghazna during the time of Sultan Mahmood, towards the end of the 10th century. He was named Ali and became famous as Hazrat Ali Hajveri. His parents took great care of his education and sent him to the best teachers of the time. He also met several saints and their society filled his heart with the love of

God. He decided to give up the world and become a 'dervish'. He travelled throughout the Muslim world meeting saints and taking spiritual training. He spent forty years in these travels and yet he did not even once fail to say his prayers with congregation. When he was in Iraq he gained much wealth, but he spent the whole of it in helping others. His generosity was so great that he sometimes borrowed money to help the needy.

When his spiritual training was complete his spiritual guide ordered him to go to Lahore. In those days there were hardly any Muslims in Indo-Pakistan. Hazrat Ali Hajveri obeyed his 'Peer', came to Lahore and stayed outside Bhati gate where he built a small mosque. He now started preaching Islam to the people around him. Data Sahib was sweet-tempered, and courteous. He spoke softly and acted kindly.

The fame of his goodness soon spread far and wide and whenever people were in trouble they came to him for help. Thus he won people's hearts with good words and good deeds. The very first person to accept Islam at Data Sahib's hand was Rai Rajo, a powerful Hindu chief. Then people came to him in large nur bers and accepted the true faith. Soon a great many people from all over the region became Muslims.

Data Sahib wrote several books. The most famous of these is called "Kashful Mahjoob". It has been translated into several languages and has influenced countless people.

Here are some of the things Data Sahib taught.

1. Prayer is the path that leads to goodness.
2. He who lives with evil men becomes evil himself.
3. It is better to learn little and do much good than to learn much and do little good.

He died at the age of sixty-five and was buried in the mosque which he had built. During recent years a great deal has been done to improve the shrine which now looks elegant and impressive.

## *EXERCISES*

**A. Understanding :**

1. Where is the shrine of Data Sahib ?
2. Where is his 'Urs' celebrated ?

3. How is the money, collected on Urs Data Sahib, spent ?
4. Where was Data Sahib born ?
5. Who was the first person to accept Islam at Data Sahib's hands ?
6. How did he come to be known as Data Ganj Bakhsh ?

**B. Composition :**

**Q.** Write a few lines about Data Sahib.

**A.** Begin like this : Data Sahib was born at Hajver. His name was Ali. This is why he is known as Ali Hajveri. He is one of the famous saints.

**C. Grammar :**

### THE PRESENT PERFECT TENSE

You have heard of Data Sahib.

"Kashful Mahjoob" has been translated into several languages.

'Have heard' and 'has been translated, are in the Present Perfect Tense.

We use this tense to indicate an action that has been completed. It is formed with the simple Present Tense of the Verb "to have" and a Past Participle, *e.g* , *have heard :*

**Q. 1.** Answer these questions in the Present Perfect Tense :

(*a*) Have you ever visited the Shrine of Data Sahib ?
I have visited the Shrine of Data Sahib.

(*b*) Has the Urs been celebrated ?

(*c*) Have parties of singers come to the Urs ?

(*d*) Have the roads around the Shrine been closed to all vehicles ?

(*e*) Has he decided to become a "dervish" ?

(*f*) Has he come to Lahore ?

(*g*) Have they come to him for help ?

(*h*) Has your friend accepted Islam ?

(*i*) Has the Government done something to improve the Shrine ?

Q.—2. Fill in the blanks with the Present Perfect or the Simple Past Tense of the verbs given :

1. (*a*) He———to Lahore. } (go).
   (*b*) He————to Lahore last week.

2. (*a*) I————this poem. } (Learn).
   (*b*) I————this poem yesterday.

3. (*a*) They———their home task. } (do)
   (*b*) They———their home task on Sunday.

4. (*a*) We————many saints. } (meet).
   (*b*) We————many saints last year

'For' and 'since' are often used with the Present Perfect Tense :—

I have been in the class for two hours.

I have been in the class since nine o'clock.

**Q.—3.** **Complete the following sentences using 'for' and 'since'.**

- **(*a*) I have not met my friend...........**
- **(*b*) His friend has been ill.............**
- **(*c*) He has not attended the class.....**
- **(*d*) You have lived in Lahore.........**
- **(*e*) We have worked.......................**
- **(*f*) The baby has been awake...........**

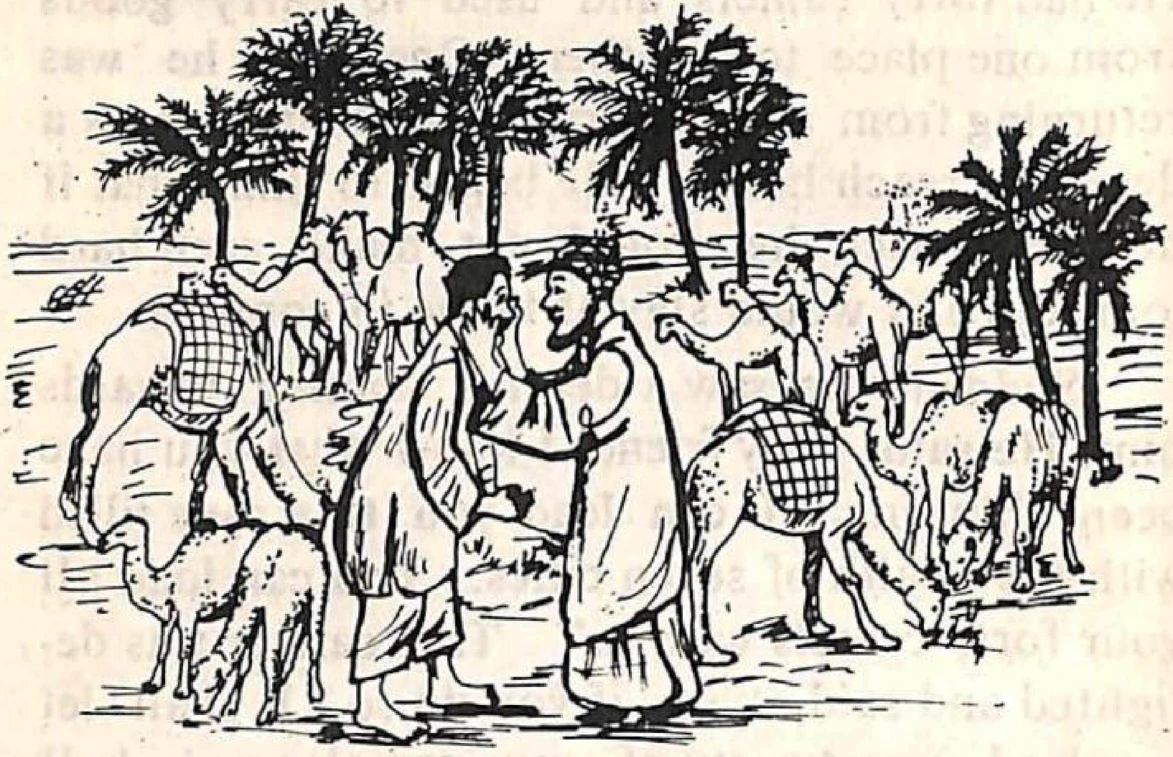
## THE MAGIC POWDER

Once there lived a carrier in Bahawalpur. He had forty camels and used to carry goods from one place to another. One day he was returning from a long trip and had to cross a desert to reach home. He began to think that if he became rich he would not make such hard journeys and would stay at home in comfort.

Suddenly he saw a dervish coming towards him. He said, "My friend, I know what you have been thinking. I can lead you to a cave filled with the wealth of seven cities. You can load all your forty camels with it." The carrier was delighted and said, "Sir, if you do so, I shall let you lead away twenty of my camels and shall take the other twenty myself."

The dervish agreed and led the carrier to a hill not far away. In the side of the hill was a cave in which lay heaps of shining silver, gold and jewels. The carrier was filled with greed and loaded his camels with the treasure. Buried under the jewels there lay a small tin box. The carrier threw it away carelessly, but the dervish picked it up and put it in his pocket.

When the camels had been loaded they divided them between themselves and went off in



opposite directions. The carrier had not gone far when he began to repent his hasty offer to the dervish. He made his camels sit on the sand and ran after the dervish. He overtook the dervish soon and said to him, "Sir, you are a saintly man and do not need worldly wealth so much. Please let me have another ten camels." The dervish agreed and allowed him to lead away ten of his camels.

The carrier felt very happy and walked along with great energy, singing a song. But he was soon filled with greater greed than ever. He thought, "I was a fool to have asked for only ten camels. I must hurry back. Maybe, I can get five more camels." So he ran back to the dervish, and sure enough, the dervish let him have them.

The carrier was again happy for some time, but his greed would give him no peace and he ran to the dervish again and again until he obtained all the forty camels. He should have been perfectly satisfied now, but his greed had grown stronger.

He now thought of the small box and said, "There must be something more valuable than all this wealth in the box. I must try to get that, too." He went running to the dervish once again and said, "Please, let me also know the secret of the box you picked up." The dervish said, "I would advise you to check your greed, or you may lose your life. Many people have lost their lives through greed." The carrier, however, insisted on knowing the secret. The dervish said, "This box contains a magic powder. If you apply it to your right eye you can see all the wealth that lies buried in the earth. But if you apply it to the left, you will become blind." The carrier was amazed and begged the dervish to apply some of it to his right eye. He did so and immediately the carrier could see all that lay hidden under the desert.

He was now happier than ever and walked away joyfully, leading his string of camels. But he was suddenly struck with a doubt, "What if the powder gave me even greater power when applied to the left eye?" He went running to the dervish and begged him once more. The dervish tried to dissuade him, but the more he refused, the greater became the carrier's greed and he even threatened to kill the old dervish. At last, the dervish said, "Let the evil of it be on your own head," and applied some of the powder to his left eye. The carrier howled with pain and became blind immediately. He now wept pitifully and begged the dervish to do something to cure him. He even offered to give back all the wealth he had obtained. The dervish answered, "Nothing in the world can cure you now," and went away. The carrier was left in the vast desert, blind and friendless because of his own greed.

A. **Understanding :**

1. What did the carrier wish ?
2. What did he offer the dervish ?
3. What did he throw away carelessly ?
4. What did the carrier ask the dervish when he ran to him the last time ?

5. Do you think he deserved the punishment ?

**B. Composition :**

Suppose, you are travelling in a desert where you meet a blind man who is the carrier in the story. He tells his story to you. Relate in ten sentences what he told you. Begin like this : The blind man said, "Sir, I am suffering what I deserved. I was not always the blind man you see me now...........".

**C. Grammar :**

Look at the following sentences :

Karachi is a big *city*.

I can lead you to a cave, filled with the wealth of seven *cities*.

You lose your *life*.

Many people have lost their *lives* through greed.

You have learnt some ways of making plurals. Here are two more :

1. Words ending in "Y" preceded by a consonant form their plural by changing 'Y' into 'ies' :

body———bodies.
baby———babies.
fly———flies.
army———armies.
lady——— —ladies.

2. Nouns that end in 'f' or 'fe' generally make their plural by changing 'f' or 'fe' into 'ves' :

life——lives.
knife——knives.
wolf——wolves.
leaf— —leaves.
wife——wives
half——halves.
thief——thieves.

Q. Change the following sentences from Singulars into Plurals.

1. **The baby slept well.**
2. **The army returned from war.**
3. **The gardener burnt the leaf.**
4. **The thief ran away.**
5. **Mother told us a story.**

## HAZRAT UMAR, THE GREAT

The world has produced no greater general or administrator than Hazrat Umar (May God bless his soul). He was born in 581 A.D, and belonged to the tribe of Quraish. When he grew up he was considered one of the greatest warriors and horsemen of his day.

Hazrat Umar, like the rest of his people at that time, worshipped idols. When the Holy Prophet began to preach Islam, Hazrat Umar turned against him. He hurt those who accepted the new faith. The Holy Prophet (May peace be upon him) prayed to God that Hazrat Umar's heart might be softened for Islam. Soon afterwards Hazrat Umar heard some verses of the Quran and he was so affected by their noble message that he immediately accepted Islam. This gave great strength to the new faith. From then on he became a constant and faithful companion of the Holy Prophet, sharing all dangers with him and fighting in every battle. When the Holy Prophet passed away, Hazrat Abu Bakr, (may God bless his soul), was chosen as the Caliph. Hazrat Umar served the Caliph faithfully and wholeheartedly. He was the closest companion of the Caliph who had great respect for him.

During his last illness Hazrat Abu Bakr named Hazrat Umar as his successor and thus, at the age of fifty-three, he became the Caliph of the Muslims.

At that time there were two great empires in the world. The Eastern Roman Empire spread over parts of Asia, Africa and Europe, while the great Persian Empire extended over a large part of Asia. Both these empires regarded the Arabs as their slaves. When they saw that they had been united by Islam they sent armies to crush them. They had started fighting with the Muslims in the days of the Holy Prophet. Regular war, however, broke out under the First Caliph. The Muslims drove the Persians out of several cities of Iraq and turned the Romans out of parts of Syria and Palestine.

These wars continued throughout the caliphate of Hazrat Umar and he organized them with amazing skill. Though as a Caliph he never once raised his sword or led an army personally, yet he planned every campaign and sent instructions to every commander.

However, he preferred peace to war. When the Muslims surrounded Jerusalem, the Christians said that they would surrender the city without fighting if Hazrat Umar came personally to take possession of it. The city could have been easily conquered by the Muslims, if Hazrat Umar had so desired. But his love for peace was so great that he undertook the long journey through the desert. He and his servant had only one camel and rode on it by turns. When they reached the gates of Jerusalem, it was the turn of the servant to ride. Hazrat Umar was, therefore, leading the camel by a string and the servant rode on the camel's back. The people were so much impressed by this sight, that they opened the gates of the city. During the ten years of Hazrat Umar's caliphate the Muslims conquered the Persian Empire and drove the Romans out of Asia and Africa.

Hazrat Umar led a very simple life and considered himself a servant of the people. He ate very simple food and wore coarse dress. He did most of his work with his own hands and helped others with theirs. Every day he went to the houses of widows and orphans in Medina and helped them in their work. He rested but little at night and walked about to see that no one was in trouble.

One night when he was walking a little way out of Medina he saw a light in a tent. He went near and observed that a woman was cooking something while the children were sitting round her. He asked her what was the matter. She said, "The children have had nothing for two days. As there is no food in the home, I put some water in the pot to boil so that the children would forget their hunger and go to sleep." Hazrat Umar was greatly moved. He went hastily to Medina and brought back on his own back a huge sack full of food-stuff. He helped the woman to prepare the food and feed the children. The woman then said, "How much better would it have been if you were the Caliph instead of Umar !"

He was a very strict judge and made no difference between the rich and the poor, the Muslims and the non-Muslims. There was perfect peace throughout the vast empire.

Hazrat Umar ordered his governors to rule the way he himself did. They could neither wear fine clothes nor live in fine houses. When one of them had a door built to his house Hazrat Umar got it burnt down. "How can people come to you to seek justice if you shut the doors on them ?" he said.

He received a very small allowance from the "baitulmal" and most of it was spent on helping others. When he died he owed eighty-six thousand dirhams which were paid from the sale of his house.

Thus died the greatest ruler of his day and one of the greatest conquerors of the world.

Hazrat Umar was buried in the same room of the Prophet's mosque in which were buried the Holy Prophet and Hazrat Abu Bakr, and so he joined them after death, as he had lived with them in life.

May God bless him !

## *EXERCISES*

**A. Understanding :**

1. What did Hazrat Umar worship before he accepted Islam ?
2. How did he treat the Muslims before he accepted the true faith ?
3. How did he help the Prophet later ?
4. How did he help the first Caliph ?
5. What sort of life did he lead ?

**B. Composition :**

1. Relate in your own words how Hazrat Umar helped the woman in the tent.
2. Tell the story of any great man you know, or have heard of, who fought bravely for his country.

C. **Grammar :**

You may have noticed that when we use pronouns instead of nouns, we sometimes use 'he,' 'him' and sometimes 'she', 'her'. The pronouns 'he' and 'him' are used when they stand for nouns like 'man' or 'boy' that is for males. The pronouns 'she', 'her' are used when they stand for nouns like 'woman' or 'girl,' that is for females.

Nouns or pronouns that stand for females or women to the Masculine Gender.

Nouns or pronouns that stand for females or women belong to the Feminine Gender.

Make two columns like this :—

| Masculine Gender | Feminine Gender |
|---|---|

Now place these words in the correct column :— man, woman, cow, master, princess, queen, daughter, king, prince, son, sister, policeman, he, lion, Mr., lioness, Mrs., hen, heroine, maid-servant, hero.

———

## X—RAYS

Science has played a great part in the progress and happiness of man. X-ray, a recent discovery, has proved to be of great help in the treatment of fractures, and diseases which could not be previously detected.

The honour of discovering X-rays belongs to a German scientist, Wilhelm Konrad Roentgen. He was doing an electrical experiment when he saw a green glow in the tube, as a very strong current passed through it. He also discovered that photographic plates lying in his laboratory became dim.

Earlier, an English scientist, Sir William Crookes, had seen the same thing, while doing a similar experiment. The photographic plates that he used in his laboratory often became dim. They did not give clear negatives. He pointed out the defect to the manufacturers of the plates. The manufacturers were sorry but they were not able to do anything about the plates. Crookes did not trouble to investigate the matter.

Roentgen, however, was not prepared to let it go at that. He made further investigations. He covered the tube with black paper so that no light could pass through it. Still he found that the photographic plates became dim. He came to the conclusion that there must be some invisible rays which passed through the paper and he called them X-rays or unknown rays.

Roentgen now took care that photographic plates did not lie uncovered in his laboratory. He put them in the drawer of a wooden desk. Still he found that the plates had become dim. It so happened that instead of throwing away the spoilt plates, he developed them. To his great surprise he saw that there was the image of a key on one of the plates yet no key had been there in the drawer. Then he remembered that the key had been on the top of the desk. The key had been photographed right through the desk by X-rays. Thus it was by an accident that Roentgen discovered one of the properties of X-rays.

He made further experiments. He put his hand between the tube and a photographic plate. In the developed photograph the bones stood out clearly as dark shadows, as compared with flesh. This made him conclude that the bones stopped some of the rays, but they could easily pass through flesh.

Because of this property of X-rays doctors can see the inside of the human body. Now a coin in a baby's throat or a bullet in the flesh of a soldier can easily be detected by X-ray photography. It is also used to find the condition of the heart, lungs, kidneys and other organs of the body.

X-ray is also used in detecting tuberculosis. If a person is suspected to have tuberculosis, he is sent to a hospital and his lungs are seen with X-rays. The trained eye of the doctor will detect whether there is anything wrong with the lungs.

X-rays can have a bad effect on living things. They burn or destroy tissues if the body is exposed to them for long. This property is now made use of in treating cancer, a disease for which no other treatment has yet been discovered. The doctor, however, has to take great care that the patient is not over-exposed.

## EXERCISES

**A. Understanding :**

1. Who discovered X-rays ?
2. What happened to the photographic plates lying in Crooks's laboratory ?
3. How did Roentgen come to the conclusion that some invisible rays passed through the paper ?
4. What did Roentgen do to find that X-rays can easily pass through flesh ?

5. What effect do X-raya have on a living body if it is exposed for long ?

**B. Composition :**

**Q :** In what ways has the discovery of X-rays proved to be of great help in treating the sick ?

**A :** X-rays have proved to be of great help in treating the sick in many ways. The doctors can now see the inside of the human body...........

**C. Grammar :**

*The Past Perfect Tense.*

(*i*) He discovered that the photographic plates had become dim.

(*ii*) He remembered that the key had been on the top of the desk.

The Past Perfect Tense is related to Simple Past Tense in the same way that the Present Perfect Tense is related to the Simple Present Tense.

The Present Perfect Tense tells us that an action is complete now. The Past Perfect Tense tells us that an action was completed before some special past moment we have in mind.

It is formed with the simple Past Tense of the Verb *to have* and a past participle, e.g., *had become*.

Q—1. Supply the Past Perfect Tense of the Verbs in brackets.

(*i*) I reached the station after the train (arrive).

(*ii*) He thanked me for what I (do).

(*iii*) We left the aerodrome after the aeroplane (take off).

(*iv*) She asked me why I (come) so late.

(*v*) Uncle Sindbad told us what countries he (visit).

Q -11. Answer these questions in complete sentences using the Past Perfect Tense.

(*i*) What did you do after you had received a gift from your friend ?
(I thanked my friend after I had received a gift from him).

(*ii*) What did you do after you had written the letter ?

(*iii*) What did you do after you had come to school this morning ?

(*iv*) What did you do after the school had closed this afternoon ?

(*v*) What happened after you had seen a snake ?

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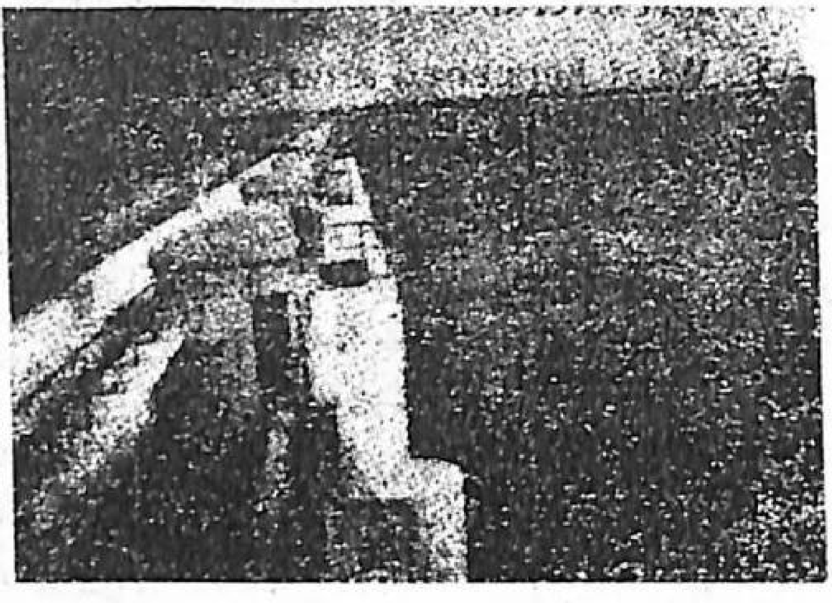
## THE GUDDU BARRAGE

Look at the map of Pakistan and trace the path of the mighty river Indus. It flows down the entire length of Pakistan through a dry and desert area. In the past when the river overflowed its banks in the flood season, the lands on both sides of the river were flooded. The Mirs of Sind thought of using the flood-water to irrigate their lands. They constructed canals which received water when the river was in flood in summer and irrigated the lands. In winter they were dry.

Better methods of controlling the river were needed to get a supply of water throughout the



year. Hence a barrage was built on the Indus near Sukkur in 1931. The second Barrage known as the Jinnah Barrage was constructed in Mianwali District. The third barrage was built at Taunsa in Dera Ghazi Khan District. The fourth barrage was built at Kotri near Hyderabad.

These four barrages not only controlled the river, they also supplied water to the fields that needed it. However, a great deal of our land still lay waste. So it was decided to construct another barrage on the river. This was the Guddu Barrage.

The Guddu Barrage was one of the biggest irrigation projects in Pakistan. Some work on the Barrage was started in 1953-54. The actual construction, however, could not start before the middle of 1957. More than 5000 engineers, technicians and labourers worked day and night to finish the work on the Barrage by the end of January, 1962. At a time as many as 10,000 workers were employed on the project.

4th February, 1962, was the historic day when the river passed through the Guddu Barrage. The formal opening of the Barrage was performed by the President of Pakistan on March 1, 1963.

The Barrage is 1,466 metres long. It has 65 gates of 18.3 metres each and also one lock gate for the passage of steamers and boats. Besides the usual service bridge for the control of the gates, the Barrage has a roadway 7.3 metres wide with two side walks of about one metre each.

It has a system of three main canals, two on the right bank and one on the left. On the right bank, the Sind Feeder and the Desert Feeder are among the biggest feeder canals of the world. The total area irrigated by the canals from the Barrage is 1·16 million hectares.

The Barrage has brought prosperity and happiness to the farmers of the area. Most of them were very poor. Now they are raising rich crops. Landless tenants of the Sind region are being settled in the area served by the canals. New settlements are springing up in the areas where nobody lived before.

The Barrage is a very big project undertaken for the prosperity of the country. The whole project cost Rs. 474.8 million. The cost of the Barrage is Rs. 217.3 million, and that of the irrigation system Rs. 257.5 million. It is a huge amount of money and you will be pleased to know that the entire cost has been met out of the country's own resources. It has been a very good investment. We now grow half a million tons more food. If we calculate the price at the current rate, it will mean an addition of Rs. 500 million to the national income every year.

## EXERCISES

**A. Understanding :**

1. How many barrages have been constructed on the Indus ?
2. How many people worked to complete the Guddu Barrage ?
3. How many main canals have been constructed from the Guddu Barrage ?
4. How much land is irrigated by this system ?
5. How much food is produced in the area ?

**B. Composition :**

1. Draw a map of Pakistan and trace the path of the Indus on it.

2. Describe in ten lines a visit to :

(*a*) a barrage,

(*b*) a river or

(*c*) a tube-well.

**C. Grammar :**

We have in this story talked of :
map, path, river, barrage, bank,
land, canal, project.

These are all nouns, but they name places or things which are neither masculine nor feminine. In English such names belong to the Neuter Gender. Neuter means neither masculine nor feminine. The pronoun *it* is used for nouns in the Neuter Gender.

There are some nouns which are the same for males and females, like thief, farmer, doctor. Such nouns have common gender.

Now make columns like these :

| MASCULINE | FEMININE | NEUTER | COMMON |
|---|---|---|---|

and then place these words in the correct columns :

**elephant, snow, rabbit, Ahmad, she, husband, gentleman, magistrate, book, tiger, cock, member, master, lioness, preacher, uncle, bee, duke, sheep, bicycle, actor, cinema.**

## HOW TO KEEP HEALTHY

Do you want to know if you are healthy ? Measure your height and weigh yourself after every six months. If the increase in your height and weight is regular you are healthy. If not, you should tell your parents. They may like to take you to a doctor.

Generally people think that health means absence of disease. They are not wrong. But good health is a little more than this. It also means that your body should have the strength to fight infection. Fortunately you are passing through that period of childhood which is called the golden age of resistance. Still, you should keep away from a sick person, so that you do not catch infection from him.

The surroundings in which we live affect our health. Healthy and clean surroundings help us keep healthy. Live in a clean locality. Keep your own room clean. Take proper care to dispose of rubbish. It must be kept covered in dustbins. See that the courtyard of your house is clean. A clean house will not attract flies which carry infection. Fresh and clean air is essential to keep healthy.

Another basic necessity is water. Always use a clean glass. Have clean water for drinking. People living in cities generally get water from taps. This water is filtered. Chlorine is also added to it to kill any germs. If you get water from a well or from any other source, it is better to boil it before drinking.

You need food to keep yourself well and strong. Food gives you energy for your work. Your food should be good and wholesome. The daily diet of a growing child should include a glass of milk, one or two eggs, some meat, butter, cereals (wheat, gram, maize, etc.) vegetables and fruit.

Keep yourself clean and take plenty of exercise. Get up early in the morning. Go to the bathroom. Wash your hands and face using some mild soap. Brush your teeth well and rinse your mouth with water. It is best to have a bath daily. After the bath rub your body with a towel until it is dry. Do not forget to hang out your towel so that it is completely dry when you use it next. Comb your hair and put on clean clothes. You should always use a vest next to your skin.

The way in which you walk, sit and stand also affects your growth. Walk, stand and sit straight. If you bend while you are reading or writing, your backbone may not grow straight. Your eye-sight may also be affected.

Do not keep your book too close to your eyes. Let there be a distance of about thirty centimetres between the book and your eyes. When you read or write, see that the light falls on your left shoulder. Light which is dim or too bright is harmful to your eyes.

Take exercise daily but mind that you don't tire yourself too much. Games and sports organized by your school will keep you alert and smart if you take part in them. Go to bed early. A growing child at your age needs plenty of sleep. Doctors say that you should get about eight to ten hours of sleep with a window open, if the weather allows. Fresh air helps you to a sound sleep and keeps you well.

You will enjoy good health if you follow these simple rules. Wise men say 'Health is wealth."

## EXERCISES

**A. Understanding :**

1. How do you know that you are healthy ? '

2. What sort of surroundings should we live in ?
3. If we do not get tap water what should we do before using it ?
4. What are cereals ?
5. Why should we not keep the book too close to our eyes ?

**B. Composition :**

1. Discuss in ten sentences, 'Health is Better than Wealth'.
2. Write a short letter to your younger brother (or sister) advising him (her) how he (she) can keep healthy.

**C. Grammar :**

Rewrite the following, changing the nouns in italics from *feminine* to *masculine*.

1. The *mother* and the *daughter* live in the same street.
2. This *hen* is the *mother* of the chickens.
3. We saw a *lioness* and a *tigress* at the zoo.
4. This *woman* had been to school with your *wife*.
5. The *maid-servant* entered the *mistress's* room.
6. The *niece* received the *aunt*.
7. The *Empress* of Iran and the *Princess* Royal visited Pakistan.
8. My *sister* met this *lady* in Karachi.

9. That *actress* played the part of the *heroine* in that film.
10. We keep a *cow* and a *buffalo*.

**D.** Make two columns like this :

| Common gender | Neuter gender |
|---|---|

Now put each of the following in the correct column :

cattle, barber, land, machine, child, doctor, window, air, teacher. cook.

# THE TURKISH CHILDREN

You must have heard of Turkey. The people of Turkey are brave, bold, honest and freedom-loving. Turkish children, too, have these qualities. They love freedom ; they are honest and do not tell lies.

The Turkish children have a fair complexion and sharp features. Little children in the nurseries are like blooming roses. Eighty per cent of them have black eyes and black hair. The rest have green or blue eyes, and light brown or yellow hair.

All the children are given free education by the State. Schools in Turkey are divided into Primary, Junior-High and Senior-High Schools. A Primary school has classes one to five, a Junior-High, six to eight and Senior-High, nine to eleven. Those who continue their studies beyond the Senior-High School level go to a University.

In rural areas there are Village Institutes, where children who have finished Primary schooling are educated for five years to qualify themselves as teachers of primary school. Besides receiving instruction in school subjects, boys are taught carpentry, brick-laying and the care of animals. Girls learn mother-craft, housekeeping and dressmaking.

Amusements for Turkish children are more or less like those for children in other countries. Their toys include rattles, dolls, stuffed animals and picture books. They play hide-and-seek, marbles and hopscotch. They roll hoops and jump over skipping-ropes. A favourite outdoor game for small children is 'Komsuluk' (neighbourliness). Large circles of two-centimetre-high walls of pebbles separate houses and the children play grown-ups and visit one another.

Children in Primary Schools play with balls. Their games are like football and volleyball. High School boys play handball, basket-ball, tennis and ping-pong, and take part in athletics and sports. Soccer is very popular. Swimming, too, is very popular with students residing at the sea-side.

On holidays they go out on picnics or sightseeing especially in spring, because they have a cold winter. Those who do not go on a picnic get together and play football. Each 'mohallah' has an open space which is used as a playground by children. They also go to special theatre shows for children on Saturdays and Sundays.

The Turkish children eat beef, mutton, fish and chicken. 'Kabab, and 'Pilau' are much liked by them. 'Leblebi' (roasted chick—peas) and all kinds of nuts—hazel-nuts, walnuts, etc.—are very popular. 'Baklava', a sweet dish made from flour, butter, hazel-nuts, eggs and sugar, is their favourite dish. Turkish children are also fond of 'Turkish delight', which is a sort of candy.

Idul Fitr and Idul Azha, known as Sekar Bayrami and Kurban Bayrami, are celebrated as religious festivals. In addition to these, they have seasonal holidays. For example, Ist May is observed as a Spring holiday (Bahar Bayrami). All schools go out for picnics and spend a whole day in forests and enjoy the sights of nature.

Important national events are also observed as holidays. This teaches the children to love their country.23 April is the children's Day(Cucuk Bayrami). It is the date when the Turkish National Assembly met for the first time in 1920.

Ataturk in his opening speech said that the Assembly had met and the nation hoped her children would learn the democratic way of life. The day is observed as a holiday to remind the children of the hope that Ataturk, Father of the Nation, placed in them.

19 May is observed as 'the Day of Youth and Sports' Spor Genclick Bayrami). It is the date when Ataturk landed at Samsum on the Black Sea Coast of Anatolia to stir the Turks to fight for the freedom of their motherland. Schools hold parades, sports and athletics to remember the first day of the struggle for Independence.

Turkish Republic Day (Cumhuriyat Bayrami) is observed on 29 October. It is the date when the Turkish Republic was formed in 1923. Children of various localities dress themselves in the old costume of the district, and march in processions presenting a very colourful sight.

## EXERCISES

A. Understanding

1. **What qualities do the Turkish children have ?**
2. **What do Village Institutes do in Turkey ?**
3. **What is the favourite dish of the Turkish children ?**
4. **Why is 23 April observed as the children's Id ?**

**B. Composition :**

Write a paragraph on the amusements of Turkish children.

**C. Grammar :**

You know that ‘I’, ‘we’, ‘you’, ‘he’, ‘she’, ‘it’, and ‘they’ are Pronouns. They stand for the names of persons or things. They are called Personal Pronouns.

We call ‘I’ and ‘we’ the First Person, that is the person speaking. ‘You’ is the Second Person, that is the person, spoken to. ‘He’, ‘she’, ‘it’ and ‘they’ are the Third Person, the things spoken about.

Here is a complete list of pronouns :

| I | II | III |
|---|---|---|
| I | me | mine |
| we | us | ours |
| you | you | yours |
| he | him | his |
| she | her | hers |
| it | it | its |
| they | them | theirs |

Pronouns in column I are usually used as Subjects and in column II as Objects, e.g., He hit me. Here ‘he’ is Subject and ‘me’ is Object.

Pronouns in column III are called Possessive Pronouns. They show possession. Study the following example.

Whose pen is this ? It is *mine.*

Here *mine* shows possession.

Q. 1. Fill in Possessive Pronouns in the blank spaces :

1. Is this Ahmad's book ? Yes, it is *his*.
2. Are these Ahmad's books ? Yes, they are——.
3. Is this Lateefa's cow ? Yet, it is———.
4. Is it your cap ? Yet, it is———.
5. This is my seat. Which is——— ?
6. I did my sums at night. When did she do———.
7. We like our teacher. Do they like———.
8. Is this Arshad's book ? No, it isn't———. It is———.
9. Whose books are these ? Are they——— ? Yes, they are———.
10. We are going to Karachi to stay with a friend of———.

Q. 2. Choose the correct word :

1. They knew all about Afzal and (I, me).
2. He asked Aslam and (me, I) to go with (he, him).
3. Will you go with Wali and (she, her) to the cinema ?
4. You and (I, me) should play together.
5. Let you and (I, me) be friends !

### Reflexive Pronouns

Study the following sentences :

(i) I enjoyed myself. (ii) We enjoyed ourselves.
(iii) I did it myself. (iv) They did it themselves.

In these sentences *myself* and *ourselves* are pronouns. Note that in sentences No.1 and 2, the object is the same as the subject. These Pronouns myself, ourselves etc., are known as, Reflexive Pronouns. A Reflexive Pronoun ends in 'self or 'selves' (for the plural).

In sentences 3 and 4, they give force or emphasis. They are emphatic or emphasizing pronouns.

Q. 3. Fill in the blanks with Reflexive Pronouns.

(i) The baby can now feed——.

(ii) She helped——to tea.

(iii) I hurt——with a knife.

(iv) Fish teach——to swim.

(v) We saw him——.

(vi) You have made——very popular.

(vii) Did he write this poem——?

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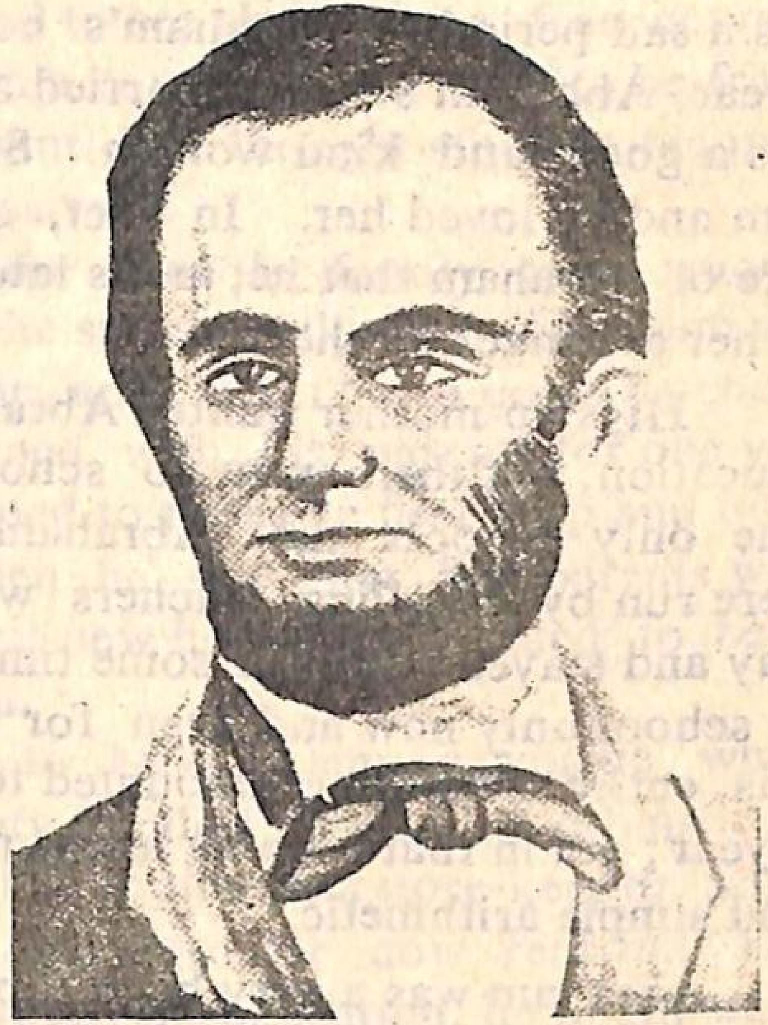
# ABRAHAM LINCOLN

Abraham Lincoln was one of the greatest Presidents of America. He was not born in a rich family. His father was a farmer. He became great by his own efforts. The secret of his success lay in hard work and love for his country.



He was born in a log cabin on a farm on 12 February, 1809, in Kentucky, one of the states of the U.S.A. When he was seven years old, the family moved from Kentucky to South-west Indiana. It was a much wilder region than the one they had left. Father and son had to cut down trees to build a log cabin and clear a place for planting corn.

For about a year the Lincoln family lived happily in their new home. Then sickness broke out. Abraham's mother died of this sickness and their home became a cheerless place. This was a sad period of Abraham's boyhood. After a year, Abraham's father married a widow. She was a good and kind woman. She loved Abraham and he loved her. In fact, she took such care of Abraham that he, in his later years, talked of her as 'angel mother'.

His step-mother wanted Abraham to receive education, but there were no schools in the area. The only schools that Abraham could attend were run by travelling teachers who passed that way and stayed there for some time. So he went to school only now and then for short periods. His entire schooling amounted to no more than a year; yet in that time he learnt reading, writing and simple arithmetic.

Abraham was a very helpful boy. He helped on the farm and did other odd jobs.

He left home for the first time when he was nineteen. He was employed by a rich landowner to help his son to take a raft loaded with goods to the city of New Orleans. This trip gave him his first view of the world beyond his own land.

New Orleans was a slave market. Abraham saw negroes being sold like cattle. He saw them chained. He saw them being whipped. The sad condition of the slaves affected Abraham deeply. He was shocked to see slaves in a free country. "How can such a country claim itself to be free?" thought Abraham. The thought stuck in his mind and he ended slavery.

In 1830 the Lincoln family again moved westwards to the state of Illinois. Abraham was now twenty-one and was free to do as he chose. But he remained with his parents for one year more. He helped to raise the first crop and build a cabin. When he saw that his parents were settled in their new home, he decided to begin life on his own.

He went to New Salem, a village where fifteen or twenty families lived in log cabins. He worked from time to time as a store-keeper, post-master and a surveyor. He now realized that unless he improved his education, he might waste his life. So he taught himself grammar and mathematics and learnt to speak and write clearly. Urged by a lawyer friend, he finally decided to study law.

Before he began to practise as a lawyer, he was elected to the state legislature. This shows that he became very popular with his fellow citizens. He now had a chance to speak against slavery publicly. When the legislature passed a resolution that slaves were the owner's property, he disagreed with it and declared that slavery was 'founded on both injustice and bad policy'.

Years passed and a day came when the question of slavery became so serious that the states in the American Union were divided. The Northern states were against slavery but the Southern states favoured it. When Abraham Lincoln was elected President in 1861, the Southern states feared that he would end slavery. So they withdrew from the Union and set up a Government of their own.

No doubt, Abraham Lincoln wanted to see that there were no slaves in the States, but he also wanted to save the Union. He appealed to the people of the South not to withdraw from the Union, but to no avail. They rose in arms. The President then called out the army of the Union. A civil war was fought. Ultimately, the Southern states were defeated and slavery was ended in the United States.

## EXERCISES

### A. Understanding :

1. Who was Abraham Lincoln ?
2. Why did his home become a cheerless place ?
3. Why did he call his step-mother 'angel mother' ?
4. How and where did he receive his early education?
5. What did he see in the slave market ?
6. What did he think there ?
7. What did he later say in the legislature ?
8. How did the question of slavery affect the states ?
9. What did Lincoln do when the Southern states broke away from the Union ?

### B. Composition :

1. Relate in ten sentences what you know of Abraham Lincoln's life.
2. Relate in ten sentences what you know about the life of any great leader of our country.

### C. Grammar :

If you look carefully at the example of the three degrees of an adjective at the end of the last few stories you will notice the following important things. Learn these carefully.

1. We sometimes use 'as' before and after the Positive Degree.

   Ahmad is as clever as Mahmood is.

   or

Ahmad is not so clever as Mahmood is.
but we may simply say :
Ahmad is not a clever boy.

2. With the Comparative we use 'than' after the adjective.

Ahmad is cleverer than Mahmood.

or

It was a wilder region than the one they had left.

3. With the Superlative we must use 'the' before the adjective.

Ahmad is the cleverest boy.

Abraham Lincoln was one of the greatest Presidents of America.

Fill in the missing words :

1. Ahmad is taller———Mahmood.
2. Aslam is not———tall———Ahmad is.
3. Ahmad is———tallest———the three.
4. My pen is better———yours.
5. This pen is not———good———mine is.
6. My pen is———best———the three.
7. This lesson is more interesting———the last lesson.
8. It is hotter today———it was yesterday.

# LINCOLN

There was a boy of other days,
A quiet, awkward, earnest lad,
Who trudged long weary miles to get
A book on which his heart was set
And then no candle had !

He was too poor to buy a lamp
But very wise in woodmen's ways.
He gathered seasoned bough and stem,
And crisping leaf, and kindled them,
Into a ruddy blaze.

Then as he lay full length and read,
The firelight flickered on his face,
And etched his shadow on the gloom,
And made a picture in the room,
In that most humble place.

The hard years came, the hard years went,
But, gentle brave, and strong of will,
He met them all. And when today
We see his pictured face, we say,
"There's light upon it still."

Nancy Byrd Turner.

## LINCOLN

**Notes :**

Line 2. earnest—serious.
3. trudged—walked even when he was tired.
8. stem —main body (trunk) of a tree.
9. crisping—dry.
10. ruddy blaze—bright flame.
13. etched—marked in outline.

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## EXERCISES

**A. Understanding :**

1. Why did Lincoln walk many miles even when he was tired ?
2. How did he provide light for his study ?
3. What made a picture in the room ?
4. How did he face difficult days ?
5. What do people say when they see a picture of Lincoln ?

**B. Composition :**

Read the poem carefully and then tell in five sentences how Lincoln spent his boyhood.

## ISMET INONU

Ismet Inonu was a great leader of Turkey. As a boy he was known as Ismet. You may think that Inonu is his family name, but it is not so. It is a surname which was given to Ismet, when he was the Prime Minister under Kemal Ataturk, the first President of Turkey.

When Kemal Ataturk became the President, the Turks did not have family names. He asked the head of each family to coin a family name. Kemal himself set the example and adopted Ataturk (the father of the Turks) as his name, and henceforth he was known as Ataturk.

Kemal gave the name Inonu to Ismet who was his Prime Minister. Why Kemal selected the surname of Inonu for Ismet has a history behind it. Inonu is a village in Anatolia. When the Turks were fighting their War of Independence (1920-23), a battle between the Turks and the Greeks was fought at Inonu. Ismet, who commanded the Turkish forces, gave a crushing defeat to the Greeks. As Ismet had won great victory at Inonu, he was given the surname 'Inonu'.

Ismet was born at Smyrna in 1894. Having received early education in his home town, he joined the Staff College at Istanbul. He began his career as an army officer. He fought many battles and did great service to his country. When he was thirty-eight years of age, he was appointed Foreign Minister. A year later, when Kemal Ataturk became the President, Ismet became the Prime Minister.

He now introduced many reforms. Every child of eight was required to go to school. Primary Education was made free. More and more schools for boys and girls were opened. It was compulsory for men between the ages of sixteen and forty eight to undergo military training. Women were required to receive training in First Aid and nursing. New roads and railways were built. People were encouraged to organize industries. Facilities for setting up mills and factories were provided. Modern machinery was used on farms and farmers were taught modern methods of agriculture.

## EXERCISES

**A. Understanding :**

1. Who was Inonu ?
2. Where was he born ?
3. What career did he take up in the beginning ?
4. How old was Ismet when he became the Prime Minister ?
5. Who chose the surname 'Inonu' for Ismet ?
6. For what reason was the name chosen ?

**B. Composition**

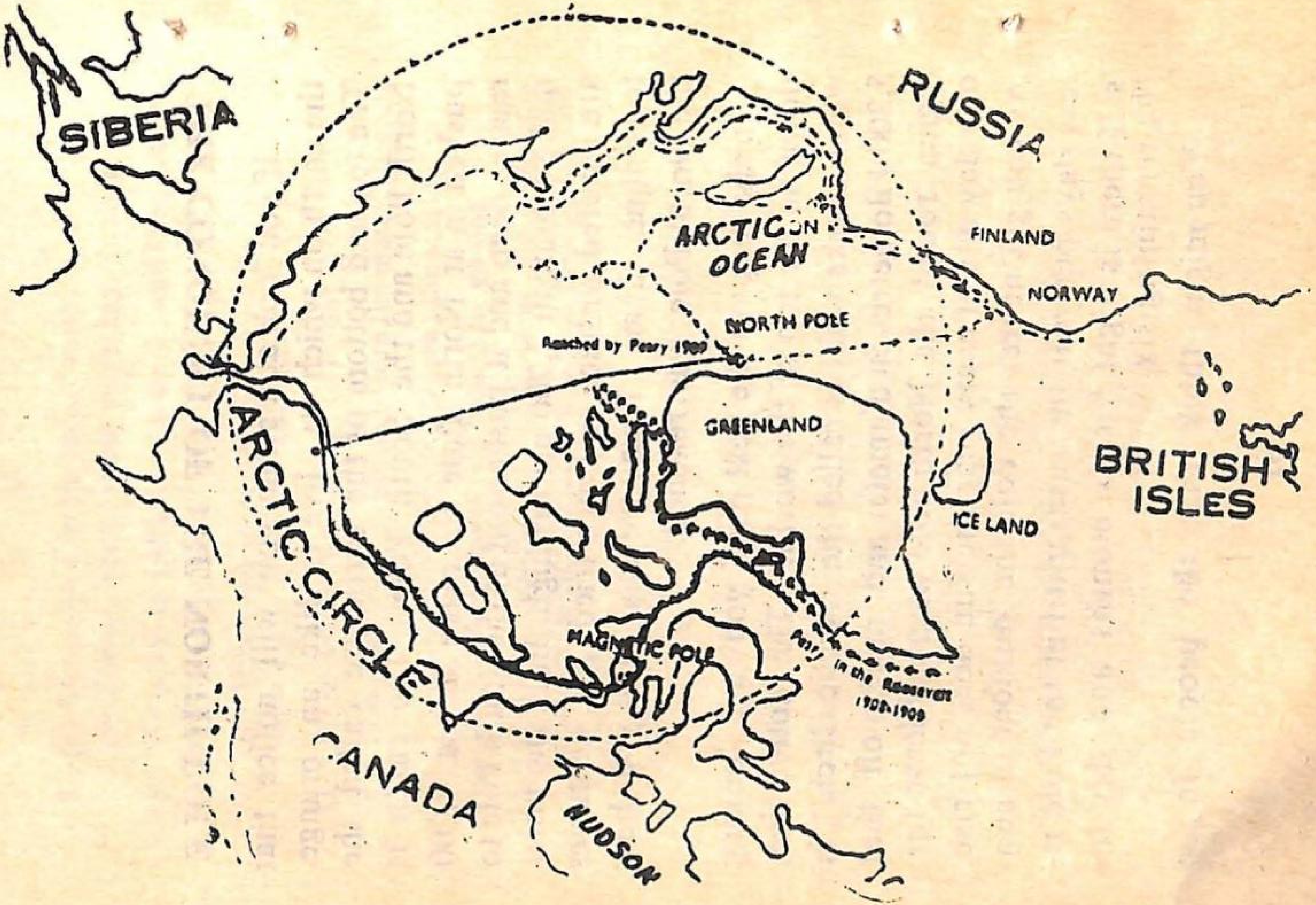
Q. Mention some of the reforms introduced by Ismet.

A. Begin like this. He introduced many reforms. Primary education was made free........

**C. Grammar**

Q. Supply the correct tense :

1. Aslam always——hockey in the evening. (play)
2. He——to bring the book yesterday. (forget)
3. Is he here ? No, he isn't here. He——just—— out. (go)
4. He——never——to a zoo. (be)
5. When I saw him he was busy. He——a letter (write)
6. I know he was ill. I hope he——better now. (get)
7. (*a*)——you——that book ? (finished)
   (*b*) No, I——not——yet. (begin)


SIBERIA
RUSSIA
ARCTIC OCEAN
FINLAND
NORWAY
NORTH POLE
Reached by Peary 1909
GREENLAND
BRITISH ISLES
ICE LAND
ARCTIC CIRCLE
MAGNETIC POLE
Peary in the Roosevelt 1908-1909
CANADA
HUDSON

Arctic region live in land always covered with ice, but, explorers tell us that in summer the temperature there may rise to 100°F—nearly as warm as in Abbottabad. The arctic meadows are then bright with colourful flowers. In summer animals and birds of many kinds are also found in the Arctic region.

Robert Peary who was an engineer in the U.S. Navy spent eighteen years in trying to reach the North Pole. It was in 1886 that he went north for the first time with only one companion. They fell into many dangers but luckily got out of them. Peary slipped into one of the rivers that ran between walls of ice. He was swept away by its waters and narrowly escaped drowning. The explorers went 160 kilometres inland before they had to turn back.

Five years later Peary went again with a large party. They had sledges, or snowcarts, twenty dogs to pull them, food and instruments. Peary and his companion slept on the snow in furs like Eskimoes. He covered 2000 kilometres over snow making the greatest sledge journey in history. He discovered new lands, but failed to reach the Pole.

He went again in the summer of 1893 and spent three years in the Arctic region. These were years of great hardship and suffering. Peary's companions removed cartridges from the rifles fearing that he might kill himself. Their troubles were so great that his return was considered a miracle.

Next time Peary decided to take a ship as far north as he could. The problem was to find a ship strong enough to make this difficult journey. However, he found one and started on a new expedition in 1898. But the ice was so thick that the ship was caught in it and had to be left there. Peary took his supplies on a sledge and started on foot as before. No explorer had ever travelled in winter, but Peary decided to try it. The temperature was more than 50$^0$ below zero with a bitter wind. The ice was badly broken up and the journey was difficult beyond imagination. Peary showed rare courage and marched on for 400 kilometres. By then his feet were frozen. He had now to lie wrapped up in furs in the darkness of the Polar night. When Peary's feet thawed out they hurt him terribly and he was brought back to the camp where his toes, now dead, had to be cut off.

Peary stayed for five years in the region this time and went much farther than any man had gone before, but he still failed to reach the Pole. He returned exhausted.

He had now learnt that what he needed was a ship which would be able to break its way through ice, stand its terrific pressure and be able to pop out of it like a cork. With the help of friends and all his money he at last had just such a ship made. He left New York in 1905. The difficulties this time seemed to be even greater and the weather worse. The ship was caught and damaged by the thick ice. Peary and his companions escaped death narrowly and suffered from hunger, cold and exhaustion. They were at last forced to return, defeated once again.

In 1908 Peary went north on his last trip. The ship had been repaired and improved. When he reached the Arctic Zone he found that conditions of ice and weather were much better. His party got off the ship and they started their march on April 2. Peary was in the lead. Suddenly on April 6, 1909 they realized that they had reached the northernmost point of the earth and were heading south. Thus his dream of eighteen years came true and Peary spent thirty hours at the pole.

## EXERCISES

**A. Understanding.**

1. **What are the earth's Poles ?**
2. **What is the Arctic Circle ?**
3. **How warm is it at the North Pole in summer ?**
4. **What was the greatest danger faced by Peary during his first expedition ?**
5. **Why had Peary's toes to be cut off ?**

**B. Composition.**

1. Describe in ten sentences of your own Peary's Expedition either of 1898 or of 1908.
2. **Imagine that you are one of Peary's companions on his expeditions Describe in a few sentences what happened to you and to them**
3. **Imagine you are an Eskimo and you see Peary's Party making its way to the Pole. Describe what you and your people would do under such circumstances.**

**C. Grammar.**

**Before we learn any more rules of grammar let us do some quick revision.**

**Look at the following sentences.**

| | |
|---|---|
| **He** | *discovered* **(new land).** |
| **He** | *spent* **(three years) in the Arctic region.** |
| **Peary's companions** | *removed* **(cartridges) from the rifles.** |
| **Peary** | *found* **(a ship)** |
| **They** | *took* **(their supplies) on a sledge.** |

Each of these sentences has two parts—the subject and the predicate. The word or the group of words about which we say something is called the subject of the sentence.

The predicate of a sentence is the word or the group of words that tell us what the subject does or is.

The predicate must always contain a verb. The verbs in the sentences above have been printed in italics. The predicate may also have an object. The object of a sentence is a noun (or something that stands for a noun) that tells us the person (or thing) to whom the action of the verb happened. The objects in the sentences above have been put in brackets.

Now look at the following sentences :

| | |
|---|---|
| He | went north for the first time. |
| They | met with many dangers. |
| Peary | slipped into one of the rivers. |
| The history of Polar exploration | goes back to many centuries. |
| The temperature | may rise to 100°F. |

These sentences, too, are divided into subject and predicate, but the predicate in each case has a verb which *does not* take an object. Verbs that take objects are called *Transitive Verbs*.

Make columns like these

| Subject | Predicate | T/I T |
|---|---|---|

Now break up the following sentences into these columns and write against each whether the verb is Transitive (T) or Intransitive (I.T.).

1. The sun does not rise on the Pole.
2. We shall grow apples in our garden.
3. We swam for three hours.
4. The foreign singer sang some new songs.
5. Some eagles do not fly very high.

## THE MACHINES

We were taken from the ore bed and the mine,
We were melted in the furnace and the pit,
We were cast and wrought and hammered to design,
We were cut and filed and tooled and gauged to fit. 4
Some water, coal, and oil is all we ask,
And a thousandth of an inch to give us play;
And now if you will set us to our task,
We will serve you four-and-twenty hours a day! 8
We can pull and haul and push and lift and drive,
We can print and plough and weave and heat and light,
We can run and dig and swim and fly and dive,
We can see and hear and count and read and write! 12

(From *The Secret of the Machines* by Rudyard Kipling)

**Notes**

Lines.
2. Pit—a hole made in digging for mineral.
3. Wrought—shaped.
6. Play—space, scope, freedom for activity.

## EXERCISES

### A. Understanding

1. What is a machine made of ?
2. How is it shaped ?
3. What does it require to work ?
4. What can machines do for us ?

### B. Composition

Describe in a few sentences how our life is made comfortable by machines.

## TWO BARGAINS

When the Holy Prophet (may blessings and peace of Allah be upon him) migrated to Medina there was only one well of sweet water in the town. It was called Baire Roma, and was owned by a Jew who sold its water at a high price. The companions of the Holy Prophet were generally poor and found it hard to get water. They came to the Holy Prophet (may blessings and peace of Allah be upon him) one day and sought his help. The Holy Prophet (may blessings and peace of Allah be upon him) was sitting in his Mosque at the time and many of his companions were there, too. He looked around and said, "Is there anyone here who would like to purchase paradise for himself in return for Baire Roma ?" Hazrat Usman (may Allah be pleased with him) stood up and went out quietly.

He went to the Jew and offered to buy the well from him at whatever price he would like to sell it. The Jew would not agree to sell at first. But then he thought that it might be more profitable for him to make Hazrat Usman a partner as he was an important businessman. He, therefore, agreed to sell half his share in the well to Hazrat Usman for twelve thousand dirhams (silver coins). It was agreed that Hazrat Usman would receive all the income from the well for one day and the Jew for the next, and so on.

Hazrat Usman returned to the Mosque and offered his share in the well to the Holy Prophet (may blessings and peace of Allah be upon him). It was now proclaimed in Medina that everyone could carry as much water as he liked free of cost on the day the well belonged to Hazrat Usman. Not only the Muslims but the Jews also made use of Hazrat Usman's generosity and they carried so much water on his day as would last them for the next as well.

The Jew learnt a bitter lesson. Where he had hoped to make more money, he made none at all! He went to Hazrat Usman and offered to sell the other half of the well also. Hazrat Usman could have refused to buy it, for the Muslims had no longer any difficulty, but such was his generosity that he paid the Jew whatever he asked for his share. The well exists in Medina to this day and is known as Baire Usman or Usman's well.

During the days of Caliph Umar (may Allah be pleased with him) famine broke out in Arabia. Hazrat Umar was greatly distressed. He did all he could to lessen the hardship of the people. All the food that was brought to Medina was purchased by the Caliph for the Baitulmal and distributed among the people. One day he learnt that a thousand camel-load of flour belonging to Hazrat Usman had reached Medina. Hazrat Umar went to him and offered to buy the entire stock from him at twenty-five per cent profit. Hazrat Usman, however, turned down the offer and said, "I have another buyer who is offering me much more." The Caliph said, "I can offer you fifty per cent profit." Hazrat Usman still declined. Hazrat Umar raised his offer to hundred per cent. But Hazrat Usman would not agree and said, "I have a buyer who is offering me much more." The Caliph offered to pay three times the price of the flour, then four times and even five times. Hazrat Usman rejected all these offers. Hazrat Umar became angry and said, "Usman, why have you become so hard-hearted now, when you used to be so generous in the days of the Prophet ?" He answered, "I am only doing business. If I can get more value for my goods than you can pay me, why would I not do so ?" The Caliph raised his offer higher and higher until he was willing to pay nine times the price of the flour as profit.

Hazrat Usman now stood up and said, "Umar, I have already sold my stock. The buyer is Allah who has promised to pay me at least ten times the price as profit and may raise it to seventy or even seven hundred times. Go and distribute the flour among the people in the name of Allah." The Caliph was so touched by this generosity of Hazrat Usman that he wept and embraced him.

## EXERCISES

A. **Understanding**

1. **Who owned the well of drinking water in Medina ?**
2. **Why did Hazrat Usman buy it ?**
3. **Why did the Jew sell the other half of the well ?**
4. **How much profit did Hazrat 'Umar offer for the flour ?**
5. **What price did Hazrat Usman get for his stock ?**

B. **Composition.**

**Relate either of these two stories in your own words.**

## C. Grammar.

Look at these sentences :

1. People fetched water from long distances.
2. Water was fetched by people from long distances.

In the first sentence 'fetched' is the verb, 'people' is the subject and 'water' is the object. Because the verb takes an object it is a transitive verb. The subject is also called the doer of the action. The action of bringing water is done by 'people'. The object is also called the sufferer or the receiver of the action. The action of bringing is here 'suffered' or received by 'water'.

Normally the doer of the action is also the subject of the sentence as in (1) above. The verb is then in the *active voice*. But sometimes the receiver of the action is made the subject as in (2) above. The verb is then in the *passive voice*. This is done for a change or convenience.

Here are some more examples :

| | Active voice | Passive voice |
|---|---|---|
| 1. | People called the well *Baire Roma*. | The well was called *Baire Roma* (by the people). |
| 2. | A Jew owned the well. | The well was owned by a Jew. |
| 3. | The Jew sold its water at a high price. | Its water was sold by the Jew at a high price. |

Now change the voice of the following sentences :

1. He bought the well.
2. The Holy Prophet loved Hazrat Usman.
3. He paid twelve thousand dirhams.
4. Hazrat Usman received all the income for one day.
5. The Jew sold the other half of the well.

# THE MANGO

The mango is called the king of fruits. According to a Canarese story it is the tree of life itself. In that story a king had a magpie that flew up to heaven and returned with a mango seed. It gave the seed to the king and said, "Plant this and when it has grown, eat the fruit. It will give everlasting life to all who taste it."

The mango may not give everlasting life but the story shows how much it was liked. It has been a great favourite of the people of the subcontinent. Emperor Akbar was very fond of it. He planted an orchard of 100,000 mango trees which he called 'lakh bagh'. Shah Jehan had mango trees planted in Shalimar, the well-known garden of Lahore.

The Pakistanis love to eat mangoes. If you have ever been on a picnic, especially in the rainy season, you must have taken mangoes with you.

The mango is one of the most widely cultivated fruits of the tropical countries. Some think that it is a native tree of the Indo-Pak sub-continent; others say that it originally grew wild in south-east Asia and it was imported to the sub-continent from Malaysia. Whatever be the case, one thing is certain that it was developed in the sub-continent. Here the finest varieties were cultivated for the first time.

In Pakistan people not only eat the fruit during the season but also preserve it in various forms. They make mango pickles, jelly and jam which are liked in most Pakistani homes. Mango squash makes a very delicious drink.

In Pakistan the mango is grown largely in Hyderabad, Khairpur and Multan Divisions. It is also grown in Lahore, Sargodha and Rawalpindi. The total area under mango cultivation is over forty thousand hectares.

The mango tree is an evergreen tree. It may grow 10 to 15 metres high and, if properly looked after, may live for over a hundred years. Its leaves are long and pointed. It has light-yellow flowers which grow in clusters at the end of its small branches. These flowers blossom from the end of February to the middle of April. At the time of blossoming, rain or frost is harmful for the crop, but the yield is good if the season is dry.

The fruit ripens from May to July, but some of the varieties ripen even later. We have mangoes in plenty in the market during May, June and July.

Great care is taken in gathering mangoes. A man with a bag slung across his shoulder climbs the tree. He plucks mangoes and puts them in the bag. If a plucked mango falls on the ground it is damaged. It will go bad in ripening.

There is also another method of plucking mangoes. A bag is attached to a crook, or shepherd's staff. A person holding the crook in his hand puts the hook round the mango and gives it a jerk. The mango falls into the bag.

The plucked mangoes are packed in baskets or wooden boxes which are lined with grass or leaves. The baskets are then put in a closed room. The skin of some of the finer varieties remains green even after they have ripened, but others change to a beautiful colour with shades of yellow and red.

## EXERCISES

**A. Understanding :**

**1. Why is mango called the tree of life ?**

**2. Which of the Moghal Emperors liked mangoes.**

3. Where in Pakistan is the mango most widely cultivated ?
4. How are mangoes used in Pakistan ?
5. When does the fruit ripen ?

**B. Composition :**

1. Describe in your own words the two methods of gathering mangoes.
2. Relate in ten sentences a visit to a mango garden.

**C. Grammar**

You have done some work in the active and passive voices. All the examples have so far been in the past tense. You can, however, have the passive voice in any of the tenses you have read. Let us see once again how the active voice is changed into the passive voice.

(*a*) The Emperor Akbar planted many mango trees.

(*b*) Many mango trees were planted by the Emperor Akbar.

If you compare (a) and (b) you will discover that we have not only changed the position of the subject and the object, but the verb has also been modified. We have used the Past Participle of the main verb and we have added a form of the verb *to be* (were) to indicate the tense of the sentence. We can form the passive voice in any tense in the same manner. Look at these examples carefully :

| Active Voice | Passive Voice |
|---|---|
| 1. We *make* mango-preserves. (simple present) | Mango-preserves *are made* by us. |

| | | |
|---|---|---|
| 2. | Gardeners *grow* mangoes in Lahore and Multan | Mangoes *are grown* by gardeners in Lahore and Multan. |
| 3. | The shopkeepers *will sell* mangoes in June.<br>(simple future) | Mangoes *will be sold* by the shopkeepers in June. |
| 4. | We *shall invite* our friends to a picnic. | Our friends *will be invited* by us to a picnic. |

Now change the voice of the following sentences :

1. We shall tell you about the North Pole.
2. People call it the Arctic Circle.
3. We spent eighteen years at the North Pole.
4. You will find animals and birds of many kinds in the Arctic Region.
5. Explorers discover new lands on their voyages.
6. Scientists considered Peary's return a miracle.

## THE AEROPLANE—PART I

You must have all seen an aeroplane and some of you may have travelled by air. Forty years ago an aeroplane flying in the sky was rather a rare sight in our country. When the sound of a plane was heard people gathered in the streets or open places and gazed at the sky with eyes full of wonder. It is no longer so. In the last few years these flying vehicles have become so familiar that no one bothers to lift his head to look at them.

The story of the invention of aeroplane is very interesting. Men had wanted to fly like birds from the earliest times. In all parts of the world there are wonderful tales of such men. You may yourself have heard of the prince who flew on a wooden horse, or of the prince who had a magic carpet. A Persian story, nearly 2500 years old, tells of King Kai Kaoos. He built himself a carriage of thin wood. To this he harnessed several young eagles who had been kept hungry. Large pieces of meat were hung above them out of their reach, so that they flew to catch the meat. It is, however, difficult to tell how far and how high this aeroplane flew.

The ancient Greeks have the story of Daedalus who had been imprisoned on the island of Crete with his son Icarus. Daedalus made wings for himself and his son by sticking feathers together with wax. He then stuck them to his own shoulders and his son's. Before they started Daedalus warned his son not to get too near the sun. Icarus, however, was so filled with the thrill of flying that he flew higher and higher until the sun grew angry and melted the wax. The feathers flew apart and Icarus fell down into the sea. Daedalus flew home safely but alone.

These and many such stories in various

languages of the world show that man's desire to fly in the air is very old indeed.

Some early pioneers of flight tried to fly by means of artificial wings, moving their arms as they had seen the birds move their wings. All these attempts, however, failed and some of the inventors broke their limbs. This idea was gradually given up in the 17th century and other methods were tried.

The Montgolfier brothers discovered by chance that hot air is lighter than ordinary air. They made a huge bag of linen, lined it with paper, and held it over burning straw. When the bag was full of hot air and smoke it rose rapidly to a great height. It stayed in the air for ten minutes and came down some distance away.

Some two months later, a well-known French scientist filled a bag with hydrogen and sent it up. It rose 1,000 metres and travelled twenty five kilometres. It came down in a village where the frightened peasants believed it to be an evil spirit and tore it to pieces.

## EXERCISES

**A. Understanding :**

Q. 1. (*a*) Why are people no longer surprised when they hear the sound of a plane ?

(*b*) Why were they surprised forty years ago ?

Q. 2. How did Kai Kaoos manage to fly his carriage of thin wood ?

Q. 3. What was the first important step towards the conquest of air ?

Q. 4. Why did the villagers tear the bag to pieces ?

**B. Composition.**

Q. 1. Why are aeroplanes important ?

Q. 2. Tell in your own words the story of Daedalus and his son.

**C. Grammar**

## RELATIVE PRONOUNS

Study the following sentences :

(i) You may have heard of the prince *who* flew on a wooden horse.

(ii) They beat back the enemy planes which were five times their number.

(iii) He is the man *whom* you wanted to see.

(iv) I have lost the book *that* I bought yesterday.

In these sentences, the pronouns '*who*', '*which*', '*whom*' and '*that*' are called *Relative Pronouns* because they are related to nouns which have gone before. Relative Pronouns have two functions :

(i) They are used instead of nouns.

(ii) They join sentences together.

In sentence No. (i), '*who*' joins the following two sentences :

(*a*) You may have heard of the Prince. (*b*) The Prince flew on a wooden horse.

Instead of saying these two sentences we join them with '*who*' and make one sentence as given in No. (i) above.

Note that 'who' and 'whom' are used for persons and 'which' for things without life or for animals. For example,: 'I have seen the horse (that) *which* you. bought.

Q. 1. Fill in the blanks with suitable Relative pronouns :

(i) People had heard of this wonderful vehicle ——enabled man to fly like birds.

(ii) There are certain villages——have no rail or road links.

(iii) Our pilots——are brave and skilful did a wonderful job.

(iv) It is a story——is very fascinating.

(v) You must have heard of the Prince——had a magic carpet.

(vi) Daedalus made wings with——he flew.

Q. 2. Join these sentences by using Relative Pronouns :

Example : He has told us a tale. It sounds untrue. He has told us a tale that sounds untrue.

(i) The postman brought the money. It was badly needed.

(ii) Nasim is my friend. I bought this car from him.

(iii) Our teacher is a kind man. We often go to him for advice.

(iv) She returned the book. I had lent her the book.

(v) My uncle gave me a watch. It is a very expensive watch.

(vi) I have a raincoat. It protects me from rain.

(vii) I know the man. He stole your money.

(viii) The traveller ate the food. The food belonged to them.

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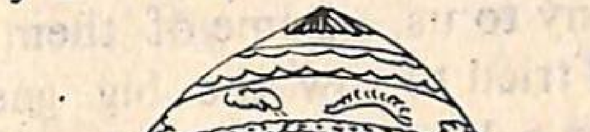
## THE AEROPLANE—PART II

The first living passengers in a balloon went up a month later in a Montgolfier model. These were a sheep, a cock and a duck which rose to 500 metres and flew for eight minutes.

The first human being to rise up to the clouds was also a Frenchman named de Rozier. He began by going up in a hot-air balloon that



was fastened to the ground by a long cable. But next time he rose from the ground in a free balloon, remaining up for twenty-five minutes and drifting about eight kilometres. From then on balloon flights became increasingly common. Inventors learned how to hang small fires below the mouth of the balloons to keep the supply of hot air and make longer trips possible.

This method of flight had, however, one drawback : there was no way of controlling the direction of the flight, which was at the mercy of the wind. Balloonists thought of ways which now seem funny to us. Some of them took up huge oars and tried to row the big gas bags as you would row a boat. Some others suggested that trained eagles or other birds should be harnessed to the balloon to steer it in the desired direction.

In 1852, a Frenchman fitted a light steam-engine to the car of a cigar-shaped balloon and flew against the wind. This idea was slowly accepted by balloonists and towards the beginning of the present century real success had been achieved in steering these crafts. A German scientist Count Zepplin worked on this principle and after ten years of hard work, he was able to fly his first airship in 1900. This was 162 metres long and was fitted with two fifteen horse-power engines. It made its first flight in the presence of 20,000 spectators.

The construction of airships progressed during the First World War and these were used for bombing cities. But after the War civil airships began to be made again, the largest of which was L.Z. 129. It was a magnificent craft, 215 metres long and 45 metres high. It made fifty six flights, ten of them across the Atlantic.

There was one great disadvantage of these airships. They were huge bags of hydrogen, which catches fire quickly. All these airships met with disaster one after another and when L.Z. 129 also crashed, the construction of airships was stopped.

Many people had observed that though birds are heavier than air, they can fly easily. This led them to work on aeroplanes or machines which are heavier than air. Among the many people working in several countries were Orville and Wilbur Wright, two brothers who were bicycle mechanics in a small American town. On 17 December, 1903, they became the first men in history to fly in an aeroplane. The Wright brothers had built the entire plane themselves. Its engine developed only eight horse-power. The total weight of this plane including the pilot was 360 kilograms.

The news of this first flight spread throughout the world and efforts were redoubled to make better and better planes. A French pilot crossed the English Channel in 1909 and an English pilot flew in both directions in 1910. The First World War did as much for aeroplanes as it had done for airships. Great improvements were made in them during these four years so that they could fly higher and faster.

The greatest achievement was the aeroplane flights across the Atlantic. The first of these was made by two British fliers in 1919 and the next by the famous American pilot Charles Lindberg in 1927. From then on air travel became more and more popular and civil airlines were carrying a great many passengers all over Europe and America. Flights over Asia and Africa were fewer.

The Second World War was fought as much in the air as it was fought on the ground, and America alone was producing 1,00,000 aeroplanes each year. New types of engines were produced which developed even greater power ; so some civil aircraft today carry nearly 350 passengers each, flying at a speed of 1100 kilo metres per hour at a height of 9,000 to 12,000 meteres. Aircraft flying faster than sound have also come into use. Now more than 1,000,000 passengers fly each year !

## EXERCISES

**Understanding**

Q. 1. Who was the first man to fly in a hot-air balloon?

Q. 2. How was the direction of the flight of the balloon controlled ?

Q. 3. Name the scientist who was able to fly the first airship.

Q. 4. Why was the construction of airships abandoned?

Q. 5. What do you know of the Wright brothers ?

**B. Composition.**

Describe the various steps leading to the invention of an aeroplane.

**C. Grammar.**

(Joining sentences) :

Study the following sentences :

(i) The first airship was 162 metres long *and* was fitted with two fifteen-horse-power engines.

(ii) Birds are heavier than air *but* they can fly with ease and grace.

Sentence No. (i) consists of two sentences.

(*a*) The first airship was 162 metres long. (*b*) It was fitted with two fifteen-horse-power engines. The two sentences are joined by the conjunction *and* to make one sentence.

In sentence No. (ii) the conjunction *but* is used to join the following two sentences :

(*a*) The birds are heavier than air. (*b*) They can fly with ease and grace.

Q: Join these sentences by using conjunctions :

1. (*a*) He is good.
(*b*) He is gentle. (and)

2. (*a*) He is not rich.
(*b*) He is honest. (but)

3. (*a*) He must run fast.
(*b*) He will lose the race. (or)

4 (*a*) Karim is intelligent.
(*b*) Karim is diligent. (as well as)

5. (*a*) He broke the window pane.
(*b*) He was punished. (therefore)

6. (*a*) You must work hard.
(*b*) You will fail.

7. (*a*) Aslam is rich.
(*b*) Saleem is poor.

8. (*a*) I went to my house.
(*b*) He went to his house.

9. (*a*) Nadeem has a bat.
(*b*) Nadeem has a ball.

10. (*a*) Ali has a car.
(*b*) He cannot drive it.

11. (*a*) He is slow.
(*b*) He is sure.

12. (*a*) You may travel by land.
(*b*) You may travel by air.

13. (*a*) He failed.

(*b*) He gave up his studies.

14. (*a*) It is raining.

(*b*) I must take my raincoat.

15. (*a*) The camel has broad feet.

(*b*) They do not sink into the sand.

16 (*a*) It was not dark.

(*b*) I could not see him.

17. (*a*) She won the first prize.

(*b*) She was very happy.

18. (*a*) A German scientist worked on this principle.

(*b*) He was able to fly his first airship.

19. (*a*) All the airships met with disaster.

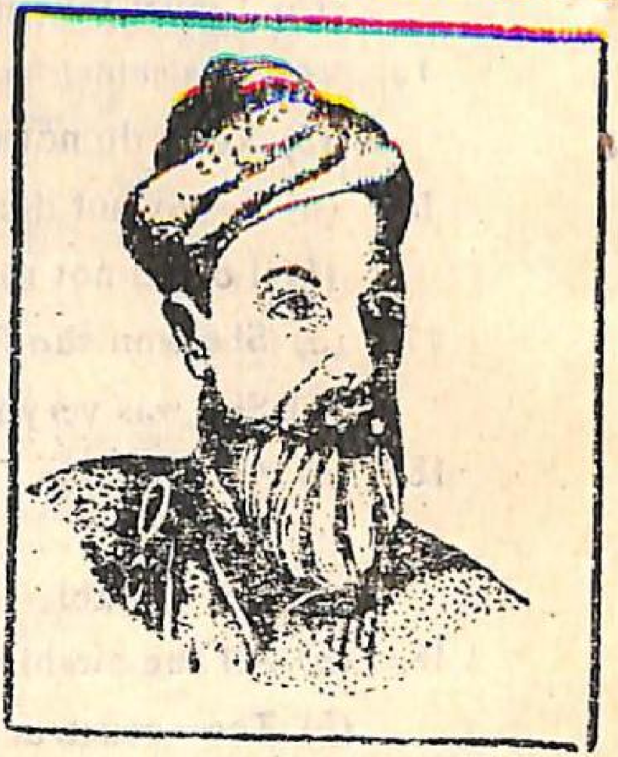
(*b*) The construction of airships was abandoned.

20. (*a*) In 1909 a French pilot crossed the English Channel.

(*b*) In 1910 an English pilot went both ways.

## ABU ALI SINA

Abu Ali Sina, whom the Europeans call Avicenna, was born in 980 A.D. at Afshana, a village in Bokhara. The ruler at that time was Nuh ibn Manzoor who appointed Abu Ali Sina's father, Abdullah, as the governor of Kharmaithan, an outlying district of Bokhara. His mother was a Persian woman named Sitara (Star).



Abu Ali Sina received his early education in Bokhara. He possessed great intelligence. When he was only ten years old, he had learnt the Holy Quran and had studied so much literature that all wondered at it.

By chance there came to Bokhara a man called Abdullah al Natili who was a philosopher. Abu Ali Sina's father invited him to stay in his house and put his son under his charge.

Abu Ali Sina learnt logic, geometry and

astronomy from his new tutor who soon realized that his pupil understood the subjects better than he did. So he asked him to read the text by himself and to revise with him what he read so that he might tell him what was right and what was wrong. When the tutor found that the pupil could teach himself without his help, he left Bokhara.

Abu Ali next began to study medicine and read all the available books on the subject. He did not find medicine a difficult science and learnt it in a very short time. When he was sixteen years old even qualified physicians began to read medicine with him.

It so happened that Nuh, the ruler of Bokhara, fell ill and his physicians could not cure him. They suggested that he should send for Abu Ali Sina. So he was called and in consultation with other physicians, he succeeded in curing Nuh. The ruler was so pleased with him that he employed him in his service.

Nuh had a good library and Abu Ali Sina got permission to use it. He now found books which he had not yet seen or known, and devoted himself to reading day and night for about eighteen months. When he was eighteen years old, he was an expert physician, and, because of his wide reading, gained a great deal of knowledge of other sciences, too. In fact, he became the most learned man of his time.

He wrote many books: four on poetry, eleven on astronomy and science, sixteen on medicine and sixty-eight on religion and philosophy. His books on medicine and philosophy not only became popular in the Muslim world, but were also studied in the universities of Europe to the end of the sixteenth century. This is why he is known to the world as the greatest physician and philosopher of his age.

He lived at Bokhara till he was twenty-four. Then his father died and things changed. The Samanid kingdom had come to an end and Sultan Mahmud Ghaznavi was in power. Abu Ali Sina decided to leave Bokhara and try his luck at some Persian court.

He wandered from place to place till he came to Hamadan. The ruler, Shams-ud-Daulah, appointed Abu Ali his minister twice during his rule. But on the king's death his son ascended the throne, and threw Abu Ali Sina into prison.

He managed to escape, however, and succeeded in reaching Isphahan, where he spent the last fourteen years of his life. He became physician to King Ala-ud-Daulah whom he accompanied on all his journeys and military expeditions. When Abu Ali Sina was fifty-eight years old, he fell ill and after a few days' illness breathed his last. He was buried in Hamadan.

## EXERCISES

**A. Understanding.**

**Q. 1. Where was Abu Ali Sina born ?**

**Q. 2. What was his father ?**

**Q. 3. Why did Abu Ali Sina's father invite Abdullah-al-Natili to stay in his house ?**

**Q. 4. How did Abu Ali Sina get permission to use the royal library of Nuh ?**

**Q. 5. Where did Abu Ali Sina spend his last days ?**

**Q. 6. Where was he buried ?**

**Q. 7. Why is he known as the greatest physician and philosopher of his age ?**

**B. Composition.**

**Write a paragraph of about ten lines on Abu Ali Sina.**

**C. Grammar.**

**(joining sentences)**

**Read the following sentences :**

**(i) *When* he was ten years old, he had learnt the Holy Quran**

## THE MERMAID

### I

Who would be.
A mermaid fair,
Singing alone.
Combing her hair.
Under the sea,
In a golden curl
With a comb of pearl,
On a throne ?

### II

I would be a mermaid fair ;
I would sing to myself the whole of the day.
With a comb of pearl I would comb my hair.
And still as I comb'd I would sing and say,

'Who is it loves me? Who loves not me?'
I would comb my hair till my ringlets would
fall.

From 'The Mermaid' by Tennyson

## HAZRAT ABDUL QADIR JILANI

There have been many Saints or Walis since the time of the Holy Prophet (may the blessings and peace of Allah be upon him). Very famous among these is Syed Abdul Qadir Jilani (may Allah bless him). He was born at the small town of Jilan towards the end of the eleventh century. It appeared very soon that he was a chosen child for, even while an infant, he refused to suck milk during day-time in the holy month of Ramadan. The people of Jilan wondered at this and everybody talked about it.

Hazrat Abdul Qadir spent his boyhood in great comfort, for his parents were fairly well off. He was educated very carefully and he studied with the best teachers of the day. He also learnt the Holy Quran by heart. Baghdad was then the capital of the Caliphate. It was the centre of learning and culture. When eighteen years old, Hazrat Abdul Qadir asked his mother's permission to go to Baghdad. She brought out forty gold coins, sewed them in the lining of his jacket and allowed him to join a caravan for the capital.

Before he left she said, "My son, never tell a lie." Hazrat Abdul Qadir promised to be always truthful.

It was only a small caravan and not well-guarded. They had not gone very far when they were attacked by a large band of highwaymen. They robbed everybody, but no one paid any attention to Hazrat Abdul Qadir who looked only a poor youth. However, after some time a robber came to him and said, "Young fellow, have you any money with you ?" Hazrat Abdul Qadir replied, "Yes, I have forty gold coins." The robber laughed and went away. He thought the young man was joking. Then another robber passed that way and asked the same question. On receiving the same answer he also went away laughing.

When the robbers met to divide the loot, those two fellows told the story of the young man to their chief. He was amused and said, "Bring the youth to me." One of the robbers fetched Hazrat Abdul Qadir. The chief looked at him and said, "Young man, have you any money ?" Hazrat Abdul Qadir answered that he had forty gold coins. The chief asked where they were and the youth showed him the lining in his jacket. He ordered the jacket to be ripped open and, sure enough, there was the money. The chief was astonished and said, "Dear fellow, people always tell lies to us. They pretend that they have nothing when in fact they have a good deal. What made you tell the truth when you could have easily saved your money by telling a lie? We did not think you had money." Hazrat Abdul Qadir quietly answered, "My mother had made me promise that I would never tell a lie and I cannot break my word." This answer deeply moved the robber-chief. He said, "Men, look at this youth who does not disobey his mother while we have been disobeying our God over all these years. I repent of my evil deeds before this young man." He then wept and swore that he would never do an evil deed in his life. His companions were equally affected and they all swore to become good men. Then they returned to the people of the caravan whatever they had robbed them of.

When Hazrat Abdul Qadir reached Baghdad he stayed outside the city for seven years and prayed on the bank of the river Tigris. This was a period of great physical hardship for him. Sometimes he spent twenty days without anything to eat and lived on leaves and grass. He then entered the city and spent much time in learning, praying and deep thinking.

When he was satisfied with his preparation he began preaching to the people of the great capital. His fame soon spread far and wide and people flocked to his school. The numbers soon grew so much that several houses in the neighbourhood had to be added to this building. The rich and the poor of the city all gave money for the building.

Hazrat Abdul Qadir was always fearless and truthful. Once the Caliph appointed a new magistrate. This man was known to be cruel. Hazrat Abdul Qadir said, "O Caliph, you have raised a cruel man to the office of magistrate. How will you face the Merciful God when you meet Him after death ?" The Caliph trembled with the fear of God and immediately replaced the man he had appointed.

Hazrat Abdul Qadir was very hospitable. Many people sat at his table and while he himself ate coarse food, he treated his guests to every delicacy. He was particularly happy to feed the poor and the students. He spoke little, except when he preached. He urged people to do good and to shun evil. Thousands of Jews holiday. They do not sit at home doing nothing. They go off on tours largely organized by schools. Sometimes they go out on their own. There are Youth Hostels all over the country and students have to pay very little to stay in them. They also go camping and usually spend some time at the seaside. They might even go to a farm in the country and help the farmer.

Christmas is their most important festival. It is the celebration of the birth of Christ. Schools are closed for a fortnight. The night of 24 December is the Christmas Eve. Children then hang their stockings by the fireplace or a pillow at the bottom of the bed. Father Christmas fills them up with gifts.

## EXERCISES

**A. Understanding.**

1. What sort of clothes are worn by the English children ?
2. How does their food differ from ours ?
3. What pets do they keep ?
4. How are English school boys and school girls loyal to one another ?
5. What hobbies do they usually have ?

**B. Composition.**

Describe in ten sentences how Eid is celebrated in Pakistan.

## MY SHADOW

(Robert Louis Stevenson)

I have a little shadow that goes in and out with me,
And what can be the use of him is more than I can see,
He is very, very like me from the heels up to the head;
And I see him jump before me when I jump into my bed.

The funniest thing about him is the way he likes to grow,
Not at all like proper children, which is always very slow;
For he sometimes shoots up taller like an India-rubber ball,
And he sometimes gets so little that there's none of him at all.

He hasn't got a notion of how children ought to play,
And can only make a fool of me in every sort of way;

He stays so close beside me, he's a coward you can see;
I'd think it shame to stick to nursery as that shadow sticks to me!

One morning, very early, before the sun was up,
I rose and found the shining dew on every buttercup;
But my lazy little shadow, like an arrant sleepy head,
Had stayed at home behind me and was fast asleep in bed.

### EXERCISES

**A. Memorising.**

Learn this poem by heart.

**B. Composition.**

Relate in a few sentences the funny things that your shadow does.

## TARIQ BIN ZIYAD

There may be a boy called Tariq in your school. His parents named him after one of the great Muslim generals.

Tariq bin Ziyad was in the service of Musa Bin Nusair, the Arab viceroy of North Africa. He came of humble parents and rose to the position of a general because of his hard work and excellent qualities.

Tariq's name will go down in the history of the world as the conqueror of Spain which was then ruled by Roderick, a cruel and corrupt king. Count Julian, the governor of Ceuta wanted to get rid of king Roderick. He sent a message to Musa persuading him to attack Spain. Musa at first did not like the idea much. Julian then appealed to Musa saying, "Roderick is a tyrant. People are groaning under his unjust rule. As a man I appeal to you to set the people of Spain free from a cruel king. I can look to no one else to save the people from the unjust ruler."

Musa was touched by Julian's appeal, but he could not take any action without the permission of Waleed, the Caliph. He sent a messenger to the Caliph at Damascus. He also sent a man to Spain to get first hand information. When he returned, he confirmed what Julian had said. Meanwhile, Musa had received permission from the Caliph, so he ordered Tariq to invade Spain.

In 711, Tariq, with an army of 7000 Muslims, landed in the south of Spain near a rock. The rock was then called the 'Lion's rock', but now it is named Gibraltar, (Jabalut Tariq in Arabic, meaning the "Rock of Tariq"). Tariq knew that his small force would have to fight Roderick's large army. He ordered his men to burn the boats that had brought them to the coast. Then he addressed his men, "Friends, we are in a foreign land. Soon we shall have to face the large army of the king of Spain. We have burnt our boats and cannot go back home. We must fight bravely and defeat the enemy or face death. We are the soldiers of Allah. We have come at the request of the people. We have come to save them from a cruel king. We have a just cause and God will grant us victory."

His words filled his soldiers with a new spirit. When Roderick came with an army of 100,000 men, the Muslims fought with great courage. Roderick was defeated and his army fled in disorder. The Muslims were victorious.

This victory prepared the way for the Muslim rule which brought many blessings to the people of Spain. A great many of them accepted Islam. Those who did not were free to follow their own religion. The serfs (slaves who cultivated the land) gained freedom.

The Muslims had a far more advanced culture than most of the people of Europe. They made many changes in the Spanish way of life. They introduced an efficient system of irrigation which still serves the Spanish farmers. The Arabs introduced the cultivation of cotton and rice. They imported foreign plants and fruit trees like pomegranate, orange, and sugarcane and grew them on the soil of Spain. They taught the people of Spain the arts of weaving, making paper, steel swords and leather goods. They built many beautiful buildings, some of which stand to this day.

## EXERCISES

**A. Understanding.**

1. Who was Tariq ?
2. Why is he remembered to this day ?
3. Why did the Muslims invade Spain ?
4. How many soldiers did Tariq command ?

5. **Why did he burn the boats ?**

6. **What changes did the Muslims introduce in Spain ?**

**B. Composition.**

**Rewrite briefly in your own words the story of the conquest of Spain.**

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## HIUEN TSIANG

Hiuen Tsiang was a Chinese pilgrim who came from China to India in the seventh century A.D. Travelling in those days was very difficult and dangerous because there were no aeroplanes, cars or trains. People had to walk or ride horses, mules, or camels. Only the boldest and bravest of travellers undertook long journeys. One such traveller was Hiuen Tsiang.

He was born in 603 A.D. at Ch'inlin in the province of Honan in Central China. He was the youngest of four brothers. From an early age he followed his second brother Chang Tai who was a Buddhist monk. Hiuen Tsiang showed great goodness and at the age of twenty he was made a *Bhikshu* or a Buddhist priest

Chinese Buddhists did not yet have a complete set of the writings of Buddha. Hiuen Tsiang determined to go to India, the land of the Buddha's birth, in order to collect the writings. He applied to the Emperor for permission to do so. The request was refused. The refusal made him firm and one night he stole out of the city on his difficult journey.

On his way from China to India, Hiuen Tsiang had to cross vast deserts, swim across rivers and pass through mountain passes. It was a long and dangerous journey. Even while travelling in India, he met with accidents. When passing through the Punjab he had to go through forests. In one forest he and his fellow monks were attacked by a band of robbers who chased them. Hiuen Tsiang and some others managed to hide among bushes and wild growth, but some of them were caught and bound. When the robbers were searching and robbing their victims, Hiuen Tsiang and those who were hiding made their way out. After travelling about a kilometre, they saw a man ploughing his field. They related to him what had happened.

The man took them to a village close by. He beat a drum and the villagers gathered together and marched against the robbers. The latter seeing so many people coming towards them ran away. The villagers released the monks who lay bound, groaning and weeping. Hiuen Tsiang, however, looked cheerful. One of the monks said to Hiuen Tsiang, "Master, we have been robbed of all we had. Only our lives have been saved. How is it that you can smile and look so cheerful ?" "Because life is man's greatest treasure," was the reply. "When that has been saved, why worry about clothes and food ?"

Hiuen Tsiang stayed in India for about sixteen years and travelled all over the country visiting every spot connected with Buddha's life. The story of his travels is told in the book called **Si-yu-ki** (An account of Western Countries) which he wrote after he had returned to China. The book describes India and Indian life in the seventh century.

Hiuen Tsiang tells us that people bathe on the sand bank of the Ganges to cleanse themselves of sin. They think that a mere rinsing of the mouth with the water of the Ganges will bring future blessedness. "But there is no truth in this belief," says Hiuen Tsiang.

He also describes the food of the Indians in those days. It consisted of milk, cream, butter, sugar, corn-cakes and mustard. Fish, mutton and venison were eaten, but other kinds of flesh were prohibited.

Hiuen Tsiang reached home in 655 A.D. He was received with great honour by the Emperor who asked him to write an account of his travels. So he wrote the book mentioned above. When he was a little over sixty, his health failed. One day he said to one of his pupils, "I have come to the end of my work on this sacred book and I have also reached the end of my life. Bury me in a simple and quiet way. Wrap my body in a mat and bear it to some lonely and peaceful valley."

He died at the age of sixty-five. He had asked for a simple funeral, but he was buried in pomp. His wish, however, was so far respected that his remains were buried in a quiet spot in a peaceful valley.

## EXERCISES

**A. Understanding.**

1: Who was Hiuen Tsiang ?
2. Why did he decide to go to India ?
3. How did he leave his country ?
4. For how long did he stay in the sub continent ?
5. What is the name of the book he wrote and what does the name mean in English ?

**B. Composition.**

Relate in your own words Hiuen Tsiang's adventure with the robbers in the forest.

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# A JOURNEY TO THE MOON

## PART I

How beautiful is the moon when it is full! Have you ever wanted to visit it? It is not such an impossible idea after all. Scientists have already sent men to the moon and brought them back. More of such trips would be made and there may even be a regular service to the beautiful, silvery-white surface of the moon. How wonderful it would be if you could spend your holidays there!

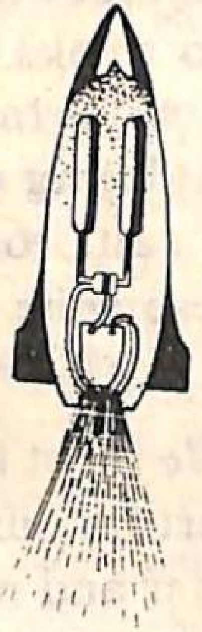
Let us imagine this is 2000 A.D. and we are passengers on a rocket going to the moon. We shall first see what our vehicle is like. It is like a huge tower nearly 125 metres high, twice as high as the minarets of the Badshahi Mosque. It consists of various parts called stages. The first stage consists of engines that burn liquid oxygen and produce tremendous power. The second stage is half as long as the first and also contains powerful engines. The third stage consists of four parts. One of these has more engines. The second contains various instruments, and the third has one engine and a cabin for the passengers. This will land on the moon and return.

Going to the moon is more complicated than you would imagine. We are so made that unless we wear specially prepared suits we cannot live outside our space-craft for one moment. You know our earth is surrounded by a thick blanket of air for hundreds of miles. We call it the atmosphere. It puts pressure on us all round though we do not feel it. If we were to go outside this atmosphere without preparation, our blood would boil or we would burst. We also breathe in this atmosphere. There is no air on the moon and we must carry our own supply of oxygen with us. Then we have weight. By weight we mean that the earth pulls us down to itself. We are used to our weight. Once we are outside the earth's atmosphere we shall be weightless. This will be a very unpleasant feeling. The atmosphere protects us also. It does not allow the sun's rays to reach directly to us or they would scorch the earth. When the sun sets, the atmosphere does not allow all the heat to escape and we remain warm. The moon has no atmosphere. When the sun is shining the temperature on the moon rises to boiling-point and when it sets, the temperature goes down to

270 degrees below freezing point. The lunar day is two weeks long and so is the lunar night. We shall so arrange our trip that we land on the moon during daytime. We shall have to wear space suits to enable us to live on the moon. Each of these suits costs nearly 20,000 rupees and is more like a laboratory than a suit of clothes.

We must know more about the moon before we start on our journey. On the moon, there is no water and no life. As there is no atmosphere there is no sound either and there is perfect silence. If we talk to each other there it will be through special instruments. We shall weigh one-sixth of what we weigh on the earth and we shall have to be very careful how we walk or jump there. If you can jump one metre on earth you will be able to jump six metres on the moon. So please be very careful, or you may fall into a very deep crater.

We have put on our space suits, our vehicle is ready and we climb into our compartment right at the top. All is ready for the lift-off. The first stage begins to burn . Tremendous flames are shot back and the rocket rises . Within less than three minutes we have risen 50 Kilometres above the earth. The first stage has done its work



and falls away automatically. We are now much higher. The second stage begins to burn at this moment and we rise even faster. The atmosphere is now much thinner and flying is easier. In another five minutes, we reach 160 kilometres above the earth. The second-stage engines have also used all their fuel and fall off like the first. The third-stage engine now fires and puts the space-craft in an orbit round the earth travelling at the tremendous speed of nearly 30,000 kilometres per hour. We are now absolutely weightless and if we were not strapped to our seats we should float freely inside the compartment. The third-stage engine is now shut off but can be re-started when we need it. We have completed the first stage of our journey though we are still about 3,66,500 kilometres away from the moon.

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## EXERCISES

**A. Understanding**

**1. How high is the imaginary space-craft ?**

2. What is atmosphere ?
3. What will happen to us if we go beyond the atmosphere ?
4. What is meant by weight ?
5. Why is there no sound on the moon ?

**B. Composition**

1. Read the third paragraph carefully and then say in ten sentences what difficulties there are in going to the moon.
2. Read the fourth paragraph carefully and say in five sentences what difficulties we shall face when we are on the moon.

# A JOURNEY TO THE MOON

## PART II

We have now to aim our rocket at the moon. It is a tricky business. The moon is little more than a small dot in the vast sky. It is also in motion. We have to aim our craft not where the moon is now, but where it will be when we approach it. This difficulty is solved with the help of electronic instruments and we aim our craft correctly.

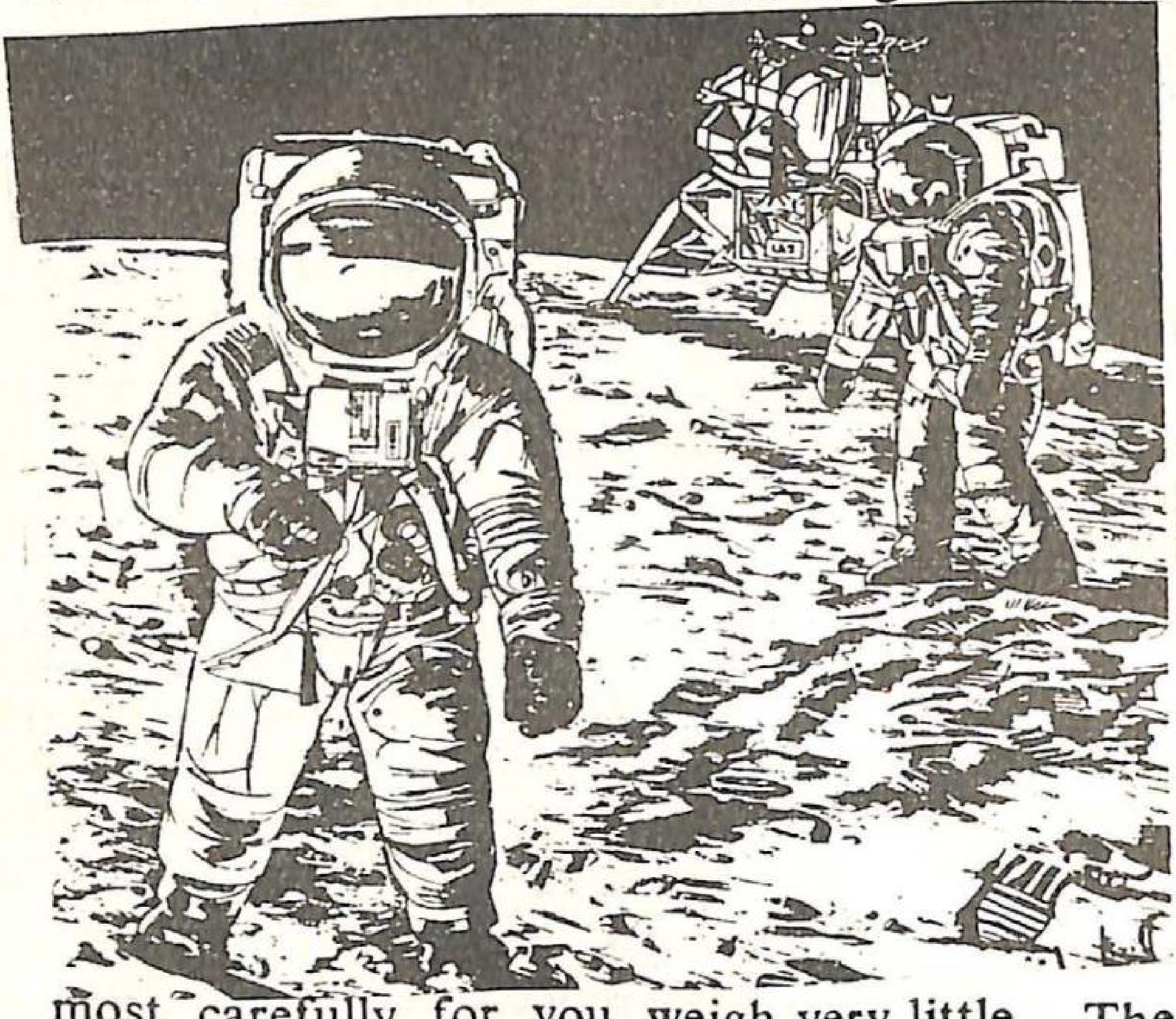
Then at the right moment the third-stage engine starts again and we leave our orbit. The engine drives the craft faster and even faster until we are travelling at 40,000 kilometres per hour. That is the speed required to overcome the pull of the earth, and the engine shuts off. The space-craft with everything inside it is again weightless and sails freely through space.

Before the speed of the craft decreases we shall have got away from the pull of the earth and entered the pull of the moon. We have now time to look out through the windows of our pressurized cabin at the semi-darkness outside. Pilots and engineers are constantly checking our position against the earth, the moon and the stars. If any corrections are necessary in our direction, the engine is started to give us the necessary push.

The journey continues smooth until we are in the neighbourhood of the moon. Our speed has grown much less during the journey through space. Yet, unless checked, the space-craft might speed past the moon and be lost in the vast space.

At a height of about one hundred and fifty kilometres above the moon the space-craft swings into a lunar orbit. Our speed is now only about 6,000 kilometres per hour, and the second stage of our journey is also over. Our compartment is now separated from the space-craft and its engine is started. In half a minute the landing stage is in its own orbit round the moon. The compartment is flying within 15,500 metres of the moon. The pilots as well as the passengers look at the moon through large windows. They select a good landing place and at a speed of less than 11 kilometres per hour they gently touch down on the moon. We are there !

We now carefully check our space-suits, strap oxygen apparatus to our backs and step out of the craft. You must not forget to walk



most carefully for you weigh very little. The surface of the moon is covered with a layer of dust and is very dry. We see no water and no vegetable or animal life. We are all alone in a vast silence.

Beyond the lunar horizon the earth hangs in the sky like a giant blue-green ball with large areas covered by white clouds. We have a picnic-meal, we roam about, collect samples from the moon's surface and then prepare to come back.

Our third stage is still circling round the moon and we have first of all to get to it. Our engine is started and in a few minutes we are again circling round the moon. The skilful pilots meet the main craft in the orbit and attach the compartment to it. Their job is now to aim at the earth and not to get lost in space, or be burnt up in the earth's atmosphere. The engine of the craft is started and within three minutes we are out of the moon's pull. The speed is now 9,600 kilometres per hour and is constantly increasing. When we approach the earth we are again travelling at 40,000 kilometres per hour. The pilots now decrease the speed of the craft. The friction in the earth's atmosphere has raised the temperature to 6,000 degrees. We see flames passing by us. When we are 4,500 metres above the earth, giant parachutes open automatically and slow down the craft so that it lands gently on the ocean. A helicopter picks us up and we are back in our classroom after a visit to the moon !

## EXERCISES

**A. Understanding.**

1. What precautions do we take while aiming our rocket at the moon ?
2. What happens at the right moment ?
3. At what height above the moon is the space-craft adjusted to swing into a lunar orbit ?
4. When is the engine of the passenger compartment ignited ?
5. At what speed do the pilots alight on the moon ?
6. What is the surface of the moon covered with ?
7. Is there any vegetable or animal life on the moon ?
8. At what stage do the pilots
   (i) detach the compartment ?
   (ii) attach the compartment ?
9. At what height is the space-craft when the parachutes open automatically ?
10. How are you picked up when you land on the ocean ?

**B. Composition.**

Suppose you have landed on the moon. Describe your experiences :

The surface of the moon, vegetable and animal life, air, your weight, how you walked.

Begin like this :

I landed on the moon. I could see it covered all over with dust.

## THE PLAINT OF THE CAMEL

Canary birds feed on sugar and seed ;
Parrots have crackers to crunch ;
And as for the poodles, they tell me the noodles
Have chicken and cream for their lunch.
But there's never a question
About my digestion—
Anything does for me !
Cats, you are aware, can repose in a chair.
Chicken can roost upon rails :
Puppies are able to sleep in a stable,
And oysters can slumber in pails.
But no one supposes
A poor Camel dozes—
Any place does for me !
Lambs are enclosed where it's never exposed,
Coops are constructed for hens ;
Kittens are treated to houses well heated,
And pigs are protected by pens.
But a Camel comes handy
Wherever its's sandy—
Anywhere does for me !
People would laugh if you rode a giraffe,
Or mounted the back of an ox ;
It's nobody's habit to ride on a rabbit,
Or try to bestraddle a fox,
But as for a Camel, he's

Ridden by families—
Any load does for me !
A snake is as round as a hole in the ground,
And weasels are wavy and sleek ;
And no alligator could ever be straighter
Than lizards that live in a creek.
But a Camel's all lumpy
And bumpy and humpy—
Any shape does for me !

(Charles Edward Carryl)

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**Note.** Title—Plaint—Complaint.

**Line.**
2. Crunch—crush with teeth or beak.
3. noodles—fools (here human beings).
16. coops—baskets.
25. bestraddle—bestride—ride.
30. Sleek—soft, smooth.
31. alligator—a water animal like a crocodile living in lakes and rivers.

## EXERCISES

A. Understanding.

1. Why is no care taken about a camel's food ?
2. How is a camel stabled ?
3. Would people laugh if you rode a camel ?
4. What sort of a shape does the camel have ?

B. Composition

Mention the five complaints that camels have agains their masters.

C Memorizing

Learn any two stanzas of the poem.

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## قومی ترانہ

پاک سرزمین شاد باد    کشورِ حسین شاد باد
تو نشانِ عزمِ عالی شان    ارضِ پاکستان
مرکزِ یقین شاد باد
پاک سرزمین کا نظام    قوتِ اخوتِ عوام
قوم ملک سلطنت    پائندہ تابندہ باد
شاد باد منزلِ مراد
پرچم ستارہ و ہلال    رہبرِ ترقی و کمال
ترجمانِ ماضی شانِ حال    جانِ استقبال
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